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ABSTRACT

To ascertain whether the needs of disadvantaged students were being met by the public community colleges of Texas, a committee was established in March 1972 by resolution of the Texas Senate. This report of the committee study contains the following chapters: 1. The Open Door?--the problem and its dimensions; student population by racial-ethnic group, as compared with county population, and classified as disadvantaged; 2. The Needs of Disadvantaged Students--identified needs; financial aid survey; appraisal of extent to which colleges are meeting identified needs; faculty attitudes; and student questionnaire responses; 3. Special Programs and Services for Disadvantaged Students--varieties of approach; how to evaluate; studies of five Texas colleges; and graduation or transfer credit; 4. Present and Future Needs--funding remedial-compensatory courses; future trends; projected enrollments, 1968-1985; 5. Summary, Findings, and Committee Recommendations. The recommendations included the following: 1. Special courses and programs are vital to meet the needs of disadvantaged students; 2. Junior colleges should encourage enrollment of more disadvantaged students; 3. Recommendations of a 1968 Governor's committee should be implemented; 4. Remedial courses should receive full funding; 5. Academic courses should be funded by "contract hour"; 6. Programs, workshops, and institutes for training junior college teachers of the disadvantaged should be funded; 7. Rigorous evaluation studies of junior college programs are needed; 8. Junior College officials should seek their share of financial aid funds; 9. Credit for remedial courses should be given; 10. Remedial education should be encouraged. Tables provide data. (DB)

THE OPEN DOOR, OR THE REVOLVING DOOR: WHICH WAY, TEXAS?

Report of the Texas Senate Interim Committee

on Public Junior Colleges

January, 1973

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ERRATA SHEET

R. Sindermann
February 5, 1973

To accompany the Report of the Texas Senate Interim Committee on Public Junior Colleges: The Open Door, or the Revolving Door: Which Way, Texas?, January, 1973.

Error #1: Page 1, paragraph four should read:

"Minority ethnic groups in Texas suffer a disproportionate degree of poverty. In fact, the rate of poverty among minority groups is four times that of Anglos..."

Error #2; page 1, paragraph seven, should read:

"As Table III shows, the Black student population is 7.8%, the Chicano student population is 14.7%, and the Anglo + other student population is 77.3%, where the total state population for these three groups shows: Blacks, 12.7%, Chicanos 18.4%, and Anglo + others 68.9%..."

Error #3: Page 4, paragraph 2, line 37 should read:

"...vocational and technical education programs ..."

Error #4: Page 7, line six, should read:

"...number of disadvantaged students..."

Error #5: Page 9, paragraph 4, line 16, word relevent should be "relevant"

Error #6: Page 10, line one-- eliminate the word "that"

Error #7: Page 11, paragraph one, line eight-- eliminate the word "for", between "or" and "an".

Error #8: Page 11, paragraph 3, line two should read: "...inner-city school..."

Error #9: Page 12, paragraph one, line 14 -- (17%) should read (7%).

Error #10: Page 20, Recommendation #3, line 3, should read:
"...should be fully implemented..."

SENATE INTERIM COMMITTEE ON PUBLIC JUNIOR COLLEGES

SENATE ROOM 317
STATE CAPITOL
AUSTIN, TEXAS 78711
A/C 512 475-4173

January 9, 1973

To: The Honorable Preston Smith, Governor
The Honorable Ben Barnes, Lieutenant Governor
The Honorable Rayford Price, Speaker
Members of the 63rd Legislature

Ladies and Gentlemen:

The Senate Interim Committee appointed to study the Public Junior Colleges of Texas had focused its attention primarily upon The Needs of "Disadvantaged" Students, as directed by Senate Resolution 1398, 62nd Legislature. We have probed these needs, and the extent to which they are being met by current course and program offerings in the colleges, as thoroughly as circumstances have allowed. The problem of meeting the needs of many non-traditional students is a vital one for resolution by these community colleges, and much more study and effort is needed before it is resolved.

We feel that it is vitally important that legislation be enacted in the 63rd Legislature to implement recommendations in this report, which should assist these colleges in attempting to more adequately meet the needs of the disadvantaged student.

Continued research into the effectiveness of compensatory-remedial programs and courses is needed, and it seems imperative to that end that the Legislature continue this focusing of special attention on the community colleges by creating junior college subcommittees as parts of the parent House Higher Education Committee and the Senate Education Committee.

We have barely scratched the surface here, but we hope we have pointed out the direction that needs to be taken. We forward herewith and offer for your consideration this report of the Senate Interim Committee on Public Junior Colleges.

Respectfully submitted,

Joe J. Bernal
State Senator
Chairman of Committee

Senator A. M. Aikin, Jr.

Senator W. E. "Pete" Snelson

Gotfrey Connally

Dr. Kenneth Ashworth

Dr. Tom Hatfield

Dr. J. D. Moore

O. H. Elliott

Lewis M. Fox

Truman Isbell

M. T. Waddell, Jr.

Robert Ward

Allen Triplett

Jeannie Hohimer

Terry Wheeler

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COMMITTEE

Joe J. Bernal, State Senator from San Antonio
A. M. Aikin, Jr., State Senator from Paris
W. E. "Pete" Snelson, State Senator from Midland
Golfrey Connally, Economics Professor, San Antonio College
Dr. Kenneth Ashworth, Vice-Chancellor for Academic Affairs, University of Texas at Austin
Dr. Tom Hatfield, Vice-Chairman of Committee; Assistant Commissioner of Higher Education; Head, Division of Program Development, Coordinating Board.
Dr. J. D. Moore, President, The Victoria College
O. H. Elliott, Coordinating Board Member, Subcommittee on Junior Colleges
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Terry Wheeler, Prudential Insurance Company, Houston (former student at College of the Mainland)

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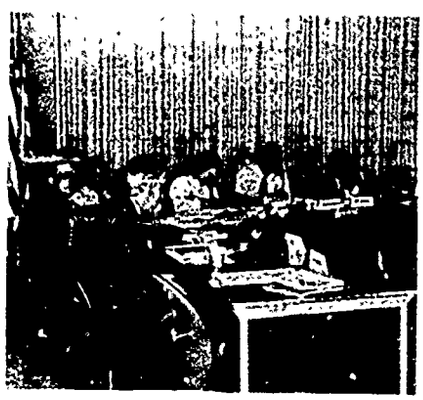
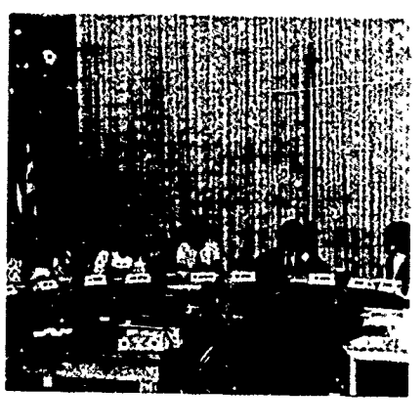




SENATE RESOLUTION NO. 1398

WHEREAS, The Junior Colleges, Colleges and Universities of the State of Texas are charged with the responsibility of providing opportunities for post-secondary education to the citizens of the State; and

WHEREAS, The role of the public junior colleges has expanded due to the assumption of an increased responsibility for the education of the youth of the State who come from educationally and economically deprived backgrounds; and

WHEREAS, The demands placed on the public junior colleges have resulted primarily from their relatively low tuition rates, their proximity to most residents of the State, the comprehensiveness of their programs, and their willingness to provide opportunities to students who are unable to benefit from the opportunities available in other State educational institutions; and institutions; and

WHEREAS, The open door admissions policy so necessary to the well being of our society and economy allows the admission of students whose high school education has not adequately prepared them to compete favorably in traditional college classes; and

WHEREAS, Existing statutes of the State of Texas restrict the ability of the junior colleges to be responsive to the needs of the community served by the junior college; now, therefore, be it

RESOLVED, That a Committee on Public Junior Colleges be created to conduct a study of public junior college education. The study shall include, but not be limited to the following matters and shall place special attention upon these matters as they relate to the needs of students from low income and scholastically deficient backgrounds:

(1) identify the appropriate responsibilities of public junior colleges in serving the increasing number of nontraditional students seeking post-secondary education,

(2) examine existing programs to assess the extent to which they fulfill the needs of educationally and culturally deprived students entering junior colleges,

(3) predict the needs of students entering junior colleges during the next twenty years,

(4) make recommendations concerning the desired goals and responsibilities of the public junior colleges in response to those identified needs,

(5) examine the adequacy of current methods of financing junior college education,

(6) evaluate the effectiveness of the coordination of junior college programs with senior college programs.

Section 1: MEMBERSHIP OF THE COMMITTEE

The membership of the Committee on Public Junior College Education shall be constituted as follows: three (3) members of the Texas Senate appointed by the Lieutenant Governor; one (1) member who is the Assistant Commissioner of Higher Education for Junior Colleges, one (1) member of the Texas Public Junior College Association appointed by the president of that organization; one (1) member of the Coordinating Board appointed by the chairman of the Board; five (5) members of the Texas Junior College Teachers Association, appointed by the president

and confirmed by the Executive Committee of that organization, at least one of whom shall be a teacher in a remedial program; one (1) person appointed by the Lieutenant Governor who is knowledgeable regarding Texas high school students; one (1) who is an official of a Texas State Senior College or University, appointed by the Lieutenant Governor; two (2) who are students attending Texas public junior colleges, appointed by the executive committee of the Junior College Student Government Association, at least one of whom has participated in an academic program designed to remedy educational deficiencies.

The terms of all members shall commence with their appointment and shall terminate on the convening of the next Regular Session of the Legislature following adoption of this Resolution. Vacancies occurring from any cause after appointment may be filled by the respective appointing officers.

The committee shall elect a chairman and determine its own procedure for conducting the business of the committee.

Section 2. COMMITTEE EXPENSES

Members of the Committee shall receive no compensation for their services on the committee. The actual expenses of the members of the committee and other necessary expenses of operation in connection with committee activities shall be paid from the Contingent Expense Fund of the Senate, and by funds accepted from private sources. The committee shall prepare a budget for its operating expenses, which shall be submitted to the Contingent Expense Committee of the Senate and no expenditures shall be made until the budget has been approved.

Section 3. REPORT

The committee shall make a full report of its findings, together with its recommendations and proposed legislation, to the Regular Session of the 63rd Legislature.

_____
Lieutenant Governor

I hereby certify that the above Resolution was adopted by the Senate on May 27, 1971.

_____
Secretary of the Senate

LIST OF TABLES

FOREWORD

This committee, established in March, 1972, by resolution of the Senate in the 62nd Legislature, was charged basically with making an interim study of the needs of educationally and economically disadvantaged and culturally deprived citizens of Texas who are potential students for our public community junior colleges. The central problem involved is: are the needs of "disadvantaged" students being adequately met by current efforts and offerings of our public community colleges?

An effort was made here to replicate and update some of the work done by the Coordinating Board's Compensatory Education Project, but we have also been able to go beyond their work owing to the availability of more recent data such as the 1970 Census, Fourth Count. A far-reaching, in-depth survey of programs at each campus, with on-site visitations, control groups and data compilation of the nature of the doctoral dissertation study of three colleges by Dr. R. Wade Kirk should be extended to cover all colleges, we believe. We have gained some insights to the problem as bases for recommendations which we offer to the Legislature, the Coordinating Board, and to the colleges themselves, and we present them herein.

This committee is indebted to many parties in Texas and elsewhere for their invaluable cooperation which made possible the compilation of our report. To the Texas Senate, which made funds available for this study, the administrators, faculty members, and students of the cooperating colleges, educational experts such as Dr. John Roueche who readily made both time and pertinent research materials available, and the staff members of the Coordinating Board; especially those engaged in the Compensatory Education Project who so willingly shared with us the results of their 1970 study, staff members of the T.E.A. who provided vital research materials, and special mention should go to the two new Doctors of Education whose recent dissertations proved to be a gold mine of information for evaluation of junior college compensatory-remedial programs, Dr. Gilberto de los Santos and Dr. R. Wade Kirk. Many more individuals, too numerous to mention, including those who gave of their time and energy during our visitations to their campuses, are deserving of our heartfelt gratitude.

TEXAS SENATE INTERIM COMMITTEE ON PUBLIC JUNIOR COLLEGES

A SUMMARY OF COMMITTEE RECOMMENDATIONS TO BE SUBMITTED TO THE 63RD LEGISLATURE, JANUARY, 1973.

1. Special courses and programs are vital to meet the needs of disadvantaged students.
2. Junior colleges should encourage enrollment of more disadvantaged students; especially Blacks and Chicanos, to provide equal education opportunity.
3. The recommendations of Governor's Committee on Public School Education of 1968 should be fully implemented.
4. The restrictive Appropriation Bill language should be eliminated, to provide full funding of remedial courses.
5. The Legislature should fund academic courses by "contact hour" rather than by 12th Day Headcount.
6. The Legislature should fund programs, workshops, and institutes for training junior college teachers of the disadvantaged.
7. Rigorous evaluation studies are needed for junior college programs.
8. Junior college officials should go after their fair share of financial aid funds.
9. Credit for remedial courses should be given by both junior and senior institutions, provided regular standards are met.
10. Remedial education is the best available alternative to high dropout rates for the disadvantaged, and it should be encouraged.
11. Subcommittees on Junior College Education should be established by both Houses of the Legislature.
12. The Legislature should define the scope and role of the community junior college.
13. The Legislature should provide for advisory student and faculty membership on all community college boards.

INTRODUCTION

The open-door philosophy which underlies our community junior colleges charges those institutions with the responsibility of providing opportunities for post-secondary education to the citizens of Texas. Their role has been greatly expanded in recent years because of their assumption of increased responsibility for the education of so-called "disadvantaged" youths; that is those who come to the colleges with educationally, economically, socially or culturally deprived backgrounds. These non-traditional or "high-risk" students have entered the state's junior colleges in ever-increasing numbers in recent years, and they pose a challenge to the colleges to live up to their democratic promise to provide educational opportunity for all. The four-year institutions, by and large, are doing little to encourage or aid disadvantaged students, leaving it to the junior colleges to fulfill society's role.

This committee was created to conduct a study of public junior (community) college education, and to devote special attention to the needs of disadvantaged students, surveying the state's community colleges in an effort to assess what the colleges are doing to meet those needs. We have endeavored to do so, through survey questionnaires directed to the colleges and students, visitations to colleges and programs, public hearings of this committee, and research into pertinent literature.

The chief approach taken by the community colleges of Texas to attempting to meet this problem of how best to meet the needs of disadvantaged students takes the form of offering remedial-compensatory courses and programs of varying types, ranging from a piece-meal approach embracing only basic reading and mathematics skills for one semester to the comprehensive approach consisting of a full schedule of courses occupying an entire school year. Many euphemisms are used by the different schools in referring to their programs and courses, and it is important to the understanding of this report that the reader know that the term remedial-compensatory is regarded for present purposes as interchangeable with the words directed, guided, basic, compensatory, and developmental. "Remedial" implies the remediation of student deficiencies so that a student may enter a program for which he was previously ineligible (usually a regular college credit program); whereas "developmental" should refer to the development of skills or attitudes and may not be directly related to making a student eligible for another program.[1]

The role is there, then for the community junior colleges to serve the needs of disadvantaged youth. It has been virtually forced on them, and they have accepted it. Our study is devoted to an analysis of how they are endeavoring to meet this important challenge. Critics have alleged that remedial-compensatory education is not the answer to the problem; others have urged that it is the only alternative in sight. Which way, Texas?

DEFINITION OF TERMS

Disadvantaged students—for purposes of this study, "disadvantaged" students are defined as those students who come from low-income, scholastically-deficient backgrounds.

Chicano—this is the term currently in use among younger Mexican-American citizens to describe themselves.

Black—the term currently in use among Negro citizens; especially those of college age, to describe themselves.

Anglo—synonymous with White, or Anglo-American.

Special Education Program—means every program of a remedial, compensatory, or developmental nature, intended to be of special benefit to disadvantaged students.

Remedial program—one which implies the remediation of student deficiencies in order that the student might enter a program for which he was previously ineligible, usually a college credit program.

Community junior college—used synonymously with community college, junior college, or two-year college.

Persistence—number of semesters completed by full-time students after first semester of enrollment.

Academic performance—Grade point average (G.P.A.) of students for a designated semester or interval.

Control group—a group of "disadvantaged" students who chose to enroll in the regular college program rather than the remedial program.

American College Test (A.C.T.) the testing program used at entry by most Texas colleges. This includes four tests in the areas of: English, mathematics, natural science, and social science. The composite score is derived by averaging scores from these four tests.

CHAPTER I THE OPEN DOOR?

The community junior colleges, throughout Texas and the United States, pride themselves on being "open door" institutions, democratically serving the needs of all who enter their portals. This open door policy implies that the college will provide successful learning experiences for *all* students. How to fulfill that promise is the vital challenge of the day, in the face of ever increasing enrollments and of declining ability on the part of high school graduates, as shown in Table I. A survey of ACT Composite Scores for Entering Freshmen in Public Junior Colleges for Fall, 1971 - 72 indicates a similar decline in ability or acheivement levels of students entering our junior colleges, over the previous year. (See Table II).

The junior colleges in Texas have experienced phenomenal growth rates in the past decade, both in terms of the number of colleges and their enrollments. This fall (1972) while the overall enrollment figure for all institutions of higher education in Texas, private and public, increased by only a modest 3.72% according to Coordinating Board figures, the enrollment of public junior colleges shot up by 11.26%.[2] Some of these junior colleges have leveled off in their enrollments, but most participated in the increase.

Some states, such as California where public education is provided tuition-free through the 14th year, have already structured their education systems so that most students (80% in California) entering higher education for the first time do so through the portals of a junior college. If this type of policy is adopted in Texas as some have advocated, most Texas students would get their start in higher education at a community junior college, transferring to senior institutions only for the upper years. At present, (1970) about half of the students entering higher education in Texas enroll first in community colleges.[3] This leads to wide ranges in terms of academic, social and cultural backgrounds. In increasing numbers, many of these students are low-achieving, disadvantaged youth who have met with little success in their previous educational efforts. As they enter the "open doors", the problem posed for the community colleges is how best to serve their needs.

In order to obtain an overview of the dimensions of this problem, a survey was made of the overall student population enrolled in public community colleges for the fall, 1971 semester and of the distribution of this population among the several racial - ethnic groups composing it. The results are presented in Table III. Such a breakdown into racial - ethnic groups is relevant to this study for several reasons. First, as was pointed out by the Texas OEO Report, *Poverty In Texas*,

> "Minority ethnic groups in Texas suffer a disproportionate degree of poverty among minority groups is four times that of Anglos. Blacks and Mexican - Americans have lower levels of educational attainment, higher rates of unemployment and larger proportions of children dependent on those of working age."[4]

What this boils down to, at the risk of oversimplication, is that the typical Chicano or Black junior college student is much more likely than the typical Anglo student to come from a background of lower income and lower educational attainment.[5]

The second consideration involved is the question of how representative our community junior college student populations are of either: (a) the racial - ethnic composition of the communities or counties in which they are located, or (b) the racial - ethnic composition of the state's population as a whole. The first is pertinent in a situation where the community college has as its professed aim the serving of the needs of *all* of the community.

Table III contains the reports of the individual colleges, supplemented in cases where data was not available by information from the Fourth Count, U. S. Census Data, August, 1972.[6] As Table III shows, the Black student population is 7.8%, the Chicano student population is 14.7% and the Anglo + others 68.9%. Community college student populations, therefore do not accurately reflect or represent the overall Texas population in terms of racial - ethnic background. The more interesting or pertinent question is how accurately the composition of junior college student bodies reflect the population composition of the

Table I

A COMPARISON OF EDUCATIONAL DEVELOPMENT SCORES

OF TEXAS HIGH SCHOOL SENIORS

1967 AND 1971

ACT COMPOSITE SCORE INTERVALS	% 1967	% 1971
26-36	8.1	5.5
21-25	19.9	17.0
16-20	27.4	26.0
1-15	44.6	51.0

Notes from Governor's Committee Report on 1967 figures:

An ACT composite score of the 11-12 range is considered to be the average ninth grade achievement level.

Total sample used in GCPSE Study was 66,865.

High School Curriculum Taken by Seniors in Sample Districts, GCPSE, 1967: (1971 in parentheses)

	Boys	Girls	Total %
Commercial, business	8% (6)	23% (17)	16%
Technical	13% (14)	5% (8)	9%
Academic, College prep.	47% (45)	39% (39)	43%
General	26% (32)	29% (33)	28%
H.S. doesn't designate	6% (4)	4% (3)	5%

Overall Appraisal: There has been an obvious decline in achievement levels of high school graduating seniors in Texas, in the four-year interval between the two ACT surveys.

Sources: Report of the Governor's Committee on Public School Education, 1968, p. 17, for 1967 figures; Texas High School Profile Report, 1971, ACT., 1971, p. 42, for 1971 figures.

TABLE II

ACT CLASS PROFILE, 1970-71 AND 1971-72 SCHOOL YEAR,
TEXAS PUBLIC JUNIOR COLLEGE FRESHMEN
DISTRIBUTIONS AND PERCENTILE RANKS OF ACT COMPOSITE SCORES

PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS

	1970-71	1971-72	
26-36	4	4	26-36
21-25	20	17	21-25
16-20	34	30	16-20
1 -15	42	48	1-15
Mean	16.7	16.1	Mean
S.D.	5.0	5.3	S.D.

Sources: The American College Testing Program, Class Profile Service, ACT Class Profile Report Enrolled, Freshmen, 1970 and 1971, Texas Public Junior College Composite Report, ACT, Iowa City, Iowa, 1970 and 1971, 5.

Table III

RACIAL-ETHNIC BREAKDOWN OF COLLEGE DISTRICT POPULATION, 1970 CENSUS AND COLLEGE STUDENT POPULATION, FALL, 1971

COLLEGE	COUNTY OR COUNTIES	DISTRICT OR COUNTY POPULA TOTAL (1970)	ANGLO + OTHER[1]		BLACK		CHICANO
			#	%	#	%	#
Alvin	Brazoria*	108,312	85,818	80.2	10,725	9.9	10,769
Amarillo (2)	Potter, Randall	143,396	128,439	89	6,972	5	8,985
Angelina (2)	Angelina	49,349	39,571	80	8,734	17.7	1,044
Bee	Bee	22,737	13,229	58.3	616	2.7	8,892
Blinn	Washington	18,842	13,190	70	5,266	28	386
Brazosport	Brazoria*	108,312	86,818	80.2	10,725	9.9	10,769
Central Texas	Bell, Coryell	159,794	126,364	79	19,116	12	14,314
Cisco	Eastland*	18,092	16,867	93.3	441	2.4	784
Clarendon	Donley	3,641	3,378	92.8	174	4.8	89
Coll. of Mainland	Galveston*	169,812	116,125	68.4	33,315	19.6	20,372
Cooke	Cooke	23,471	21,884	93.3	1,088	4.6	499
Del Mar	Nueces	237,544	122,905	51.7	11,096	4.7	103,543
Eastfield (D)	Dallas*	1,327,321	1,018,053	76.7	220,616	16.6	88,652
El Centro (D)	Dallas*	1,327,321	1,018,053	76.7	220,616	16.6	88,652
El Paso	El Paso	359,291	143,863	40.2	11,079	3	204,349
Frank Phillips	Hutchinson	24,443	23,045	94.3	683	2.8	715
Galveston	Galveston*	169,812	116,125	68.4	33,315	19.6	20,372
Grayson (2)	Grayson	83,225	74,924	90.1	6,865	8.2	1,436
Henderson	Henderson	26,466	21,424	81	4,587	17.3	455
Hill	Hill	22,596	18,205	80.6	2,948	13	1,443
Howard	Howard	37,796	30,353	80.3	1,699	4.5	5,744
Kilgore (2)	Gregg, Rusk	110,031	85,516	78.1	23,564	21	951
Laredo	Webb	72,859	9,222	12.7	1,257	1.7	62,380
Lee	Harris*	1,741,912	1,205,084	69.1	351,113	20.2	185,715
McLennan	McLennan	147,553	112,609	76.5	23,789	16.1	10,955
Midland (PJCS)	Midland	65,433	51,820	79.2	6,475	9.9	7,138
Mountain View (D)	Dallas*	1,327,321	1,018,053	76.7	220,616	16.6	88,652
Navarro	Navarro	31,150	23,163	74.3	7,089	22.8	898
Odessa	Ector	91,805	74,076	80.7	4,749	5.2	12,980
Panola	Panola	15,894	11,469	72.2	4,326	27.2	101
Paris (2)	Lamar	36,062	29,642	82.1	6,258	17.4	162
Ranger	Eastland	18,092	16,867	93.3	441	2.4	784
San Antonio (SAU)	Bexar*	830,460	397,803	47.9	56,630	6.8	376,027
San Jacinto (2)	Harris*	1,741,912	1,205,084	69.1	351,113	20.2	185,715
St. Phillips (SAU)	Bexar*	830,460	397,803	47.9	56,630	6.8	376,027
South Plains	Hockley	20,396	15,250	74.8	899	4.4	4,247
Southwest Texas (2)	Uvalde,Zavala,Real	30,731	11,827	38	351	1	18,553
Tarrant Cty.J.D.,NE	Tarrant*	716,317	593,317	82.7	81,040	11.3	42,960
Tarrant Cty.J.C.,So	Tarrant*	716,317	593,317	82.7	81,040	11.3	42,960
Temple (2)	Bell*	124,483	96,766	77.7	15,888	12.8	11,829
Texarkana	Bowie	67,813	52,200	77	15,053	22.2	560
Tex. Southmost	Cameron	140,368	31,973	22.7	1,395	1	107,000
Tyler (2)	Smith	97,096	71,178	73.3	23,975	24.7	1,943
Victoria	Victoria	53,766	32,569	60.5	4,287	8	16,910
Weatherford (2)	Parker	33,888	32,145	94.8	389	1.2	1,354
Western Texas	Scurry	15,760	13,232	84	667	4.2	1,861
Wharton	Wharton	36,729	22,493	61.3	7,316	19.9	6,920
47 - Total		7,192,151[4]	4,894,423	68	966,642	13.5	1,332,086

(1)Anglo+Other means "White" plus minorities other than Blacks & Chicanos, i.e. Amer.Ind, Oriental.
(2)Total Headcount figures are from C.B.Report, Institutions of Higher Education in Tex. 1971-72; for 1970-71 school year for those colleges which did not report.
(3)County populations are counted only once for those counties containing more than one college.
(4)Breakdown figures reported by colleges do not add up to total Headcount Enrollment figure.

%	COLLEGE HEADCOUNT ENROLLMENT, FALL, 1971						
	TOTAL HEADCOUNT	ANGLO + OTHER[1]		BLACK		CHICANO	
		#	%	#	%	#	%
9.9	1,831	1,343	73	351	19	117	6
6	2,991	2,898	96.9	54	1.8	39	1.3
2	1,026	888	86.5	128	12.5	10	1
39	1,097	721	66	19	2	357	32
2	1,661	1,404	85	160	10	36	2
9.9	1,601	1,492	93	56	3.5	53	3.5
9	4,577	3,753	82	549	12	275	6
4.3	894	804	91	54	6	36	3
2.4	423	395	93	19	5	9	2
12	1,335	1,008	76	241	17	83	7
2.1	1,996	1,958	98	28	1.4	10	0.6
43.6	4,573	2,680	58.6	137	3	1,756	38.4
6.7	5,902	5,743	97	64	1	95	2
6.7	6,101	4,149	68	1,464	24	488	8
56.8	816	373	46	25	3	418	51
2.9	562	553	98	5	1	4	1
12	1,290	852	66	287	22	151	12
1.7	2,795	2,688	96.2	98	3.5	9	0.3
1.7	1,391	1,194	85.5	204	14	18	1.5
6.4	687	642	94	35	5	10	1
15.2	1,054	921	87	45	4	88	9
.9	2,664	2,408	90.4	229	8.6	27	1.0
85.6	2,098	225	10.7	8	.3	1,873	89
10.7	3,757	3,565	95	93	2.5	99	2.5
7.4	2,448	2,066	84	250	10	132	6
10.9	1,065	997	93	40	3	44	4
6.7	3,881	3,289	85	411	11	150	4
2.9	1,122	964	87	146	12	12	1
14.1	2,769	2,547	92	60	2	162	4
.6	743	646	87	93	12.5	4	0.5
.5	941	828	87.6	108	11.9	5	0.5
4.3	442	303	69	95	21	44	10
45.3	15,582	8,398	53.9	686	4.4	6,498	41.7
10.7	6,995	6,568	93.9	140	2	287	4.1
45.3	3,122	687	22	1,093	35	1,342	43
20.8	1,739	1,502	86	65	4	172	10
61	1,261	888	70.4	5	0.4	368	29.2
6	5,185	4,832	93	137	3	216	4
6	6,938	5,936	86	786	11	216	3
9.5	1,204	1,140	94.8	30	2.5	34	2.7
.8	2,067	1,825	88	242	12	0	0
76.3	2,045	387	19	2	0	1,656	81
2	3,877	3,563	91.9	306	7.9	8	0.2
31.5	1,745	1,448	83	70	4	227	13
4	1,105	1,083	98	11	1.0	9	1.0
11.8	649	575	89	26	4	48	7
18.8	2,017	1,561	78	252	12	204	10
18.5	121,897	94,685	77.7	9,407[4]	7.7	17,893[4]	14.6

breakdowns are estimates based on C. B. Compensatory Ed. Project Tables

counties they are located in, since these colleges tend to serve commuting students in their immediate locales. An examination of Table III indicates that the situation that prevails statewide is true at the college district level also, by and large. It should be noted that some colleges have as their districts only *parts* of counties, or some school districts within counties. We have used the only data available from the 1970 Census, Fourth Count, which gives a racial - ethnic breakdown on a *county-wide* basis. Overall, Anglo students are in greater proportion than is the Anglo portion of district population, while Black and Chicano students number less, proportionally, than would be true if district population figures were accurately reflected in student population. This was true for 33 of the 47 colleges surveyed, or 70%, as Table IV points up.

Since many junior college students continue on to senior institutions it is appropriate to look at the situation at that level also. Statistics released by the Coordinating Board [8] for Fall, 1972 indicate that in public senior colleges minority - group students are even *more* under - represented than they are in junior colleges. The A.C.T. Texas High School Profile (Governor's Committee on Public Education Report, 1968) indicates that our Texas High School graduates have a ninth - grade achievement level. At one end of our higher education process, then, we have the junior college "open door" policy, with an entering ninth-grade achievement level, while the upper or senior level presents an even worse picture in terms of student achievement and persistence.

A vital consideration here is the incidence of poverty among the three major ethnic groups in Texas. The Texas Household Survey (1971) revealed these incidences of poverty: Blacks — 44%, Chicanos — 45.3%, and Anglos — 12.6%. This does not, in application to the present survey, mean that all "disadvantaged" students are necessarily Blacks or Chicanos, or that all of those classified as "disadvantaged" students are *economically* disadvantaged. Many of the "disadvantaged" students are Anglos who are *not* necessarily in proverty brackets, but are nonetheless disadvantaged *educationally*. It does strongly suggest, of course, that the typical Black or Chicano student is more likely to be in "disadvantaged" circumstances.

To identify that portion of the overall student population which could be considered "disadvantaged", a survey was made of the public junior colleges, the results of which are presented in Table V. All colleges reporting indicated they have *some* disadvantaged students, with a wide variation visible from college to college and region to region. Some reported almost no disadvantaged students, (3% at Brazosport) while others classified most of the student body as disadvantaged from one standpoint or another (78% at Ranger). The survey provided a breakdown according to racial - ethnic groups showing what percentage of each group were considered disadvantaged on that campus. One third of all students enrolled in the 33 reporting colleges were listed as "disadvantaged", statewide. The racial - ethnic group which formed the majority of "disadvantaged" students varied from campus to campus. If other things (income, educational achievement, etc.) were equal, one might expect the Anglo group to form that majority on most campuses, since they are over - represented at 33 schools, proportionately. Other things are not equal, of course, and we find Anglos were the majority of the disadvantaged on 14 campuses (42%), Blacks, none (0%), and Chicanos, 5 (15%). When Blacks and Chicanos are combined, they form the majority of disadvantaged at 19 schools. (58%)

A comparison of the information contained in Table V, breakdown of disadvantaged students by racial - ethnic group, with Table III, showing Student Population proportion for each group, reveals that in 28 of the 33

Table IV

TABLE OF COLLEGES WHOSE STUDENT POPULATIONS OVER OR UNDER-REPRESENT ONE OR MORE RACIAL-ETHNIC GROUPS, WHEN COMPARED TO COUNTY OR DISTRICT POPULATIONS

	Column A	B	C	D	E	F	G	H	I
OTAL # OLLEGES	Over-rep. Anglos, Under-rep. both Blacks and Chicanos	Over-rep. Anglos, Under-Rep. Blacks	Over-rep. Anglos; Under-rep. Chicanos	Over-rep. Anglos & Blacks; Under-rep. Chicanos	Over-rep. Anglos & Chicanos; Under-rep. Blacks	Over-rep. Blacks; Under-rep. Anglos & Chicanos	Over-rep. Blacks; Under-rep. Anglos	Over-rep. Chicanos; Under-rep. Anglos & Blacks	Over-rep. Blacks & Chicanos; Under-rep. Anglos
47	33	2	2	1	1	3	1	2	2

Column A = Amarillo, Angelina, Bee, Brazosport, College of the Mainland, Cooke, Del Mar, Eastfield, Frank Phillips, Grayson, Henderson, Hill, Howard, Lee, McLennan, Midland, Mountain View, Navarro, Odessa, Panola, San Antonio College, San Jacinto, South Plains, Southwest Texas, Tarrant County Northeast, Tarrant County South, Temple, Texarkana, Tyler, Victoria, Weatherford, Western Texas, Wharton

Column B = Blinn, Paris

Column C = Central Texas, El Paso

Column D = Clarendon

Column E = Kilgore

Column F = St. Philips, Alvin, Cisco

Column G = Galveston

Column H = Laredo, Texas Southmost

Column I = El Centro, Ranger

Source: Senate Interim Committee Survey Questionnaire #1, 1972.

Table V

HEADCOUNT ENROLLMENT, TOTAL OF DISADVANTAGED STUDENTS

AND BREAKDOWN OF DISADVANTAGED STUDENTS BY RACIAL-ETHNIC GROUP
FALL, 1971

COLLEGE	HEADCOUNT	TOTAL # DISADV.	% OF HEAD COUNT	DIS. ANGLOS + OTH		DIS. BLACKS		DIS. CHICANO	
				#	% OF DISADV	#	% OF DISADV.	#	% OF DISAD
Alvin	1,831	300	17	155	52	87	29	58	19
Bee	1,097	662	60	360	54	17	3	285	43
Blinn	1,661	221	13	101	48	100	47	10	5
Brazosport	1,601	50	3	20	40	20	40	10	20
Central Tx.	4,577	1,323	29	698	53	352	27	273	20
Cisco	894	30	4	20	67	8	27	2	16
Clarendon	423	135	32	116	86	14	10	5	4
Cooke	1,996	455	23	421	92	25	5	9	3
Del Mar	4,658	1,556	33	342	22	93	6	1,121	72
Eastfield	5,902	1,039	18	847	82	82	8	100	10
El Centro	6,101	2,475	33	1,075	43	1,050	43	350	14
El Paso	816	375	46	170	48	14	1	191	51
Galveston	1,290	875	68	339	39	364	42	172	19
Hill	687	100	15	-	-	-	-	-	-
Howard	1,054	228	22	-	-	-	-	-	-
Laredo	2,098	1,200	57	0	0	0	0	1,200	100
Lee	3,757	1,568	42	-	-	-	-	-	-
McLennan	2,448	980	40	-	-	-	-	-	-
Midland	1,065	75	7	21	28	27	36	27	36
Mt. View	3,881	663	17	-	-	-	-	-	-
Odessa	2,769	338	12	140	41	36	11	162	48
Panola	743	559	75	468	84	87	15	4	1
Ranger	442	344	78	205	59	95	28	44	13
San Antonio	15,582	8,508	55	-	-	-	-	-	-
St. Phillips	3,122	2,137	69	181	9	842	40	1,114	51
South Plains	1,739	511	30	293	57	63	13	155	30
Tarrant Cty,NE	5,185	862	17	811	94	28	3	23	3
Tarrant Cty,So	6,938	377	5	145	38	193	51	39	11
Texarkana	2,067	712	34	620	87	72	10	30	3
Tx. Southmost	2,045	1,500	73	323	22	0	0	1,177	78
Weatherford	1,105	75	7	69	92	2	3	4	5
Western Texas	649	347	54	288	83	21	7	38	10
Wharton	2,017	591	29	256	43	217	36	118	21
TOTALS	92,240	31,161	33%	8,494*	44%	8,542*	20%	6,721*	36

* Column totals do not add up to Total Disadvantaged figure, as no breakdown was provided by some colleges, only overall "disadvantaged" figure.

Source: Senate Interim Committee on Public Junior Colleges Survey Questionnaire #1.

schools reported in Table V (85%), Blacks and Chicanos represent a far greater proportion of the "disadvantaged" group on a given campus than they represent in proportion to the student population as a whole. Blacks and Chicanos are a disproportionate part of the "disadvantaged" student populace, then.

Given the fact that the typical Black or Chicano of college age is more likely to be "disadvantaged" than is the typical Anglo of college age, it is apparent that the "open doors" are not open widely enough. As Table III points up, the proportion of Blacks and Chicanos in our public community colleges is significantly *less* in most cases than is the proportion of Blacks and Chicanos residing in the counties forming the districts served by those colleges. Blacks and Chicanos are proportionately under-represented then, in the student bodies of our community colleges, while Anglos are proportionately over-represented The communtiy colleges, by and large, are not serving their communities as well as they might, in terms of opening their doors to those most likely to need the advantages of low-cost, locally-based higher education; namely, the "disadvantaged" potential student who is most likely to be a Black, Chicano, or low-income Anglo. Much more needs to be done along the lines of encouraging such "non-traditional" students to attend college in the first place, and then taking care of their special needs once they are enrolled.

Having identified the "disadvantaged" student population on the various community college campuses throughout the state, we will devote the remainder of this report to the following: first, a consideration of the needs of these disadvantaged students; secondly, a survey of the efforts being made by the colleges to meet those identified needs; third, an assessment of the extent to which these efforts fulfill the needs of the disadvantaged student; fourth, a projection of future needs, and finally, a summary of findings and conclusions, plus proposals for future action.

CHAPTER II
THE NEEDS OF DISADVANTAGED STUDENTS

Dr. John Roueche of the University of Texas at Austin Education Department, in his appraisal of the state of remedial-compensatory education in community colleges throughout the nation in 1968, *Salvage, Redirection, or Custody?* identified seven characteristics of the "low-achieving" student. He would, according to Roueche, suffer from one or more of these characteristics:

1. graduated from high school with a low C average or below;
2. severely deficient in basic skills, i.e., language and mathematics;
3. has poor habits of study (and probably a poor place to study at home);
4. is weakly motivated, lacking in home encouragement to continue school;
5. has unrealistic and ill-defined goals
6. represents a home with minimal cultural advantages and minimum standard of living;
7. is the first of his family to attend college; hence has a minimum understanding of what college requires or what opportunities it offers.[9]

Given these characteristics of the low-achieving or "disadvantaged" student, what are his *needs*? Jerome Ziegler, in his study of the needs of disadvantaged youth based on ghetto and Job Corps experience, cited these needs, while asserting that the "disadvantage" involved is *not* cultural, but intellectual, economic, and social: (1) counseling, (2) development of social and intellectual skills, (3) the need to experience success in studies, employment, and extracurricular activities, (4) a wide range of vacational and technical education programs. He maintained that *all* students have need of the following: counseling, remedial instruction, development of personal goals, marketable job skills, and a sense of the value of continuing education.[10]

Perhaps more appropriate, since it is devoted directly to junior college students here in Texas is the identification of student needs contained in the report of the Coordinating Board's Compensatory Education Project of 1970-71. That study identified a list of some twelve definite needs which would be of value to *all* students, but which are particularly important for "disadvantaged" students. These *needs* are:

1. Admissions policy – the student should be eligible for admission to any program appropriate for him.
2. Financial aid to assist students to attend.
3. Transportation – to make it possible for the low-income student to get to college.
4. Recruiting – special efforts to "sell" the community college to potential students and parents in low-income circumstances. Recruiters should be from minority groups.
5. "Starter classes" conducted in disadvantaged areas.
6. Student Services – to build a supportive environment for the disadvantaged student. Guidance and counseling are a vital part of this effort, combining professionals; peer counselors, and para-professionals.
7. Motivational Programs – to develop self-respect and confidence.
8. Relevant and Comprehensive Curricula, Basic Compensatory, Remedial and Occupational (Vocational-Technical) courses and programs.
9. Effective Instruction – aimed at definite objectives for students to achieve. Individualized or "packaged" instruction should be considered.
10. Peer group tutoring.
11. Community Involvement – an advisory group to the college president, chosen from the disadvantaged population of the district.
12. Positive Personnel Attitudes – staff and faculty who are sensitive to needs and unbiased.[11]

Taking these identified needs as our starting point, our survey of the colleges to appraise whether or not these identified needs were being met indicated first that admissions policy is rather inflexible at some institutions, with

the taking of a placement test such as ACT, paid for by the student, required for admission together with a high school transcript. Having to pay for this relatively expensive test may be a barrier to the low-income potential student. ACT staffers themselves urge that their test scores, alone, not be used for admissions or placement criteria, and the usual approach of registrars today is to consider a combination of test scores and high school grade point average for admission and placement. Other criteria, such as recommendation of potential but low-achieving students by minority community leaders, or by high school teachers, counselors or administrators, have been advocated for use in preference to either ACT or high school grade point average.[12]

Available financial aid, a critical consideration for the potential student whose disadvantage is *economic* in nature, varies widely from college to college, ranging from a high of $708.64 per student to an apparent low of $0 per student (federal & T. O. P. aid only; college failed to report on local and private funds).

The public junior colleges are clearly our lowest-cost higher education institutions today, (see Table XII, Appendix) but even this low-cost education may not be feasible for a disadvantaged student without college assistance. Some institutions appear to aggressively go after and obtain federal funds for such programs as NDEA loans, Equal Opportunity Grants, and Work-Study Grants, while others leave those sources relatively untouched, relying instead primarily upon local, state or private sources of funds. Table VI presents the financial aid funds available per student from federal, state, local, and private sources for each of the reporting colleges, broken down by aid categories.

Some of the colleges (8) did not report, so what is presented for those schools is information available from federal and state sources *only*, as indicated in the explanatory note at the base of Table VI.

While averages always gloss over differences, and an average aid figure of $300 per student may disguise a situation where one student receives no aid while another receives $600, there is no gainsaying the fact that where a large average amount of aid is available per student at a given institution, the chances are far better for a student to obtain some aid

Admissions

than in a college where relatively little aid is available per capita. A recent study of financial aid awarded to students in Southwestern Colleges made by the College Entrance Examination Board revealed that a needy student attending a public junior college in Texas has, on the average, *less* financial aid available to him than a needy student attending a public four-year college, and *far less* financial aid available to him than the average private college student.[13] Aid from the federal government, particularly in the form of NDEA loans, appears to be a source only reluctantly tapped by some schools which apparently do not realize that the "pie" is there, to be cut up for a few colleges or for many. Congress appropriates the funds, and a college must go after them, to obtain aid for students.

The H. E. W. report on federal aid programs stated that some of the qualified institutions have *never* applied.

A comparison of Table VI, financial aid available, with Table V, the total enrollment plus number and percentage of disadvantaged students on each campus, indicates little correlation between student body size or number or

Table VI

FINANCIAL AID AVAILABLE AT TEXAS COMMUNITY JUNIOR COLLEGES

1971-72 SCHOOL YEAR

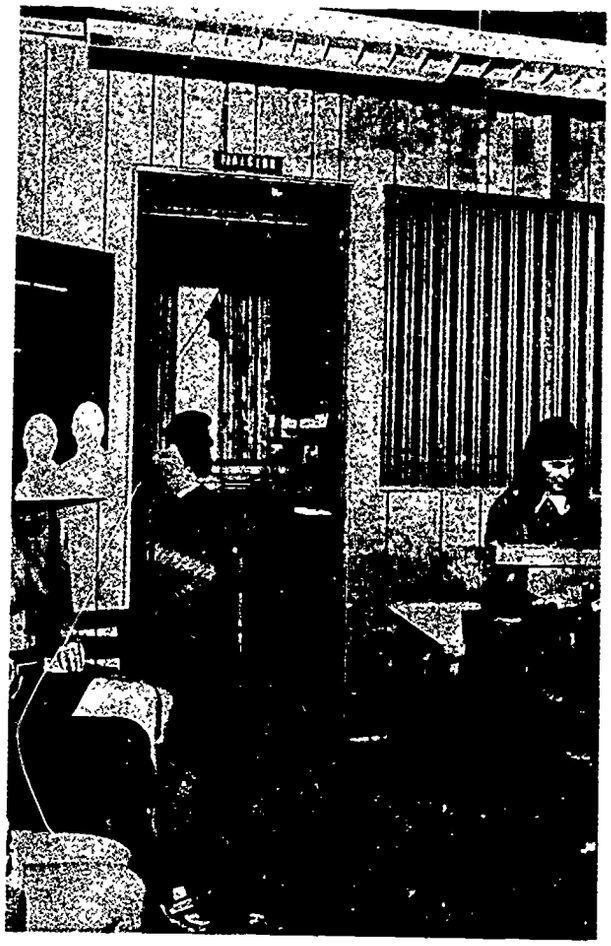
COLLEGE	E.O.G.	N.D.S.L.	WORK-STUDY PROGRAM	T.O.P.	COLLEGE GRANTS & SCHOLARSHIPS	SPECIAL PRIVATE LOANS
Alvin	$ 0	$ 0	$ 16,756	$ 44,125	$ 34,856	$ 2,308
Amarillo	0	0	0	29,964	0	0
Angelina[1]	46,413	0	38,275	37,839	-	-
Bee	40,782	27,900	44,198	13,300	7,000	0
Blinn	23,840	15,239	16,128	22,703	22,695	0
Brazosport	1,728	0	7,200	6,056	1,500	2,300
Central Tx.	53,303	98,415	118,358	0	78,600	499
Cisco	11,025	23,850	66,000	2,500	25,000	0
Clarendon	31,368	0	72,440	41,435	38,000	10,000
Coll. of Mainland	19,149	0	43,000	1,900	29,792	25,061
Cooke	0	0	64,800	0	10,000	15,000
Del Mar	40,925	17,352	144,600	67,785	53,679	28,664
Eastfield (D)	26,809*	0	75,600*	60,025	54,654	0
El Centro (D)	29,788*	0	84,000*	37,873	166,228	16,370
El Paso	0	0	0	14,639	0	0
Frank Phillips	0	0	15,644	2,675	0	0
Galveston	12,642	27,000	36,359	27,715	39,508	28,705
Grayson[1]	0	0	45,000	32,020	-	-
Henderson	0	43,200	59,840	22,296	17,800	15,000
Hill	13,768	1,080	30,540	0	45,330	0
Howard	9,230	14,850	50,528	0	20,000	0
Kilgore[1]	12,125	0	65,363	89,680	-	-
Laredo	49,468	0	47,462	101,647	12,625	0
Lee	0	0	28,080	7,975	15,000	6,000
McLennan	24,950	0	63,096	65,160	59,437	6,506
Midland (PCJS)	0	0	13,027	1,000	10,750	1,575
Mt. View (D)	17,873*	0	50,400*	47,680	36,290	10,870
Navarro	4,709	13,500	68,400	48,244	3,200	0
Odessa (PJCS)	0	0	98,825	20,139	39,717	6,080
Panola	13,856	22,500	80,340	24,560	43,000	285
Paris[1]	8,254	9,000	35,000	42,250	-	-
Ranger	21,600	28,000	169,791	19,037	74,795	0
S.A.C. (SAU)	40,454*	0	195,683*	165,291	144,330	25,000
San Jacinto[1]	5,027	0	12,900	0	-	-
St. Phillips (SAU)	7,706*	0	37,273*	0	26,980	14,081
So. Plains	21,056	0	115,000	56,570	22,000	12,000
S.W. Texas[1]	12,000	0	111,960	79,380	-	-
Tarrant Cty-N.E.	20,860*	0	137,600*	31,820	17,346	17,741
Tarrant Cty-So	27,652*	0	182,400*	0	77,839	20,747
Temple[1]	13,440	0	72,894	9,725	-	-
Texarkana	0	0	42,600	8,050	7,000	500
Tx. Southmost	29,503	0	82,200	26,675	39,806	6,000
Tyler[1]	0	0	0	0	-	-
Victoria	0	0	0	0	22,505	28,794
Weatherford	4,207	0	22,400	6,650	4,632	0
Western Texas	2,000	19,800	93,300	2,562	17,100	3,000
Wharton	60,835	100,215	84,249	8,235	61,000	7,500
TOTALS	$758,345	$461,901	$2,939,509	$1,327,177	$1,379,994	$310,586

1-Figures provided are from: HEW Office, Dallas, Texas Allotments of Three Student Financial Aid May 26, 1972; and Coordinating Board, Hinson-Hazlewood Student Loan Program 1971-72, Austin,

*-Figures represent a proportional apportionment of federal funds among the several colleges in by district.

NON-FEDERAL WORK PROGRAM	COMBINED TOTALS ALL SOURCES	AMT. FOR FULLTIME STUDENT, FALL, 1971	FALL, 1971 HEADCOUNT ENROLLMENT
$ 43,000	$ 141,045	$ 78.01	1,808
0	29,964	10.01	2,991
-	122,527	119.42	1,026
0	133,180	128.80	1,034
3,700	104,305	62.79	1,661
6,768	25,548	15.95	1,601
56,787	405,962	101.21	4,011
15,000	143,375	160.37	894
15,000	208,243	492.30	423
23,194	142,096	106.43	1,335
1,000	90,800	47.51	1,911
67,046	420,051	91.85	4,573
38,724	437,873	74.19	5,902
66,210	400,469	65.80	6,101
0	14,639	17.94	816
0	18,319	32.59	562
0	171,929	133.27	1,290
-	77,020	59.70	2,795
0	158,136	121.92	1,297
1,718	92,436	137.34	673
4,822	99,430	94.24	1,055
-	167,168	62.75	2,664
0	211,202	100.66	2,098
28,800	85,855	25.08	3,422
4,500	223,649	92.41	2,420
0	26,352	24.74	1,065
34,300	129,140	33.27	3,881
0	138,053	129.26	1,068
7,799	172,559	62.31	2,769
1,350	185,891	281.65	660
-	94,504	100.42	941
0	313,223	708.64	442
225,000	840,737	53.97	15,576
-	17,927	2.56	6,995
6,000	92,040	30.36	3,031
45,000	271,626	161.20	1,685
-	203,340	161.25	1,261
0	225,367	43.46	5,185
0	308,638	44.48	6,938
-	96,059	79.78	1,204
0	58,150	28.13	2,067
6,000	190,184	121.21	1,569
-	0	0	3,877
9,918	61,217	35.77	1,711
-	37,889	30.12	1,104
7,000	144,763	223.05	649
19,595	341,629	172.62	1,979
$738,231	$8,069,87-	$267.96	30,116

Programs for Texas Public Junior Colleges, Dallas, Texas,
Texas, 1972, only; college did not report.
the districts, as HEW Dallas report gave only overall totals



percentage of disadvantaged students on that campus and available financial aid. The college with the largest per capita available aid is one of the smallest in the state, while the college with the largest enrollment and greatest number of disadvantaged student falls far below the state average in available financial aid. "Disadvantaged" does not mean exclusively economically disadvantaged, of course, which may explain the situation. Overall, however, there appears to be little rhyme or reason to the financial aid picture; rather it seems to represent a situation of "who gets there fustest for the mostest."

Transportation to or from the college may be a deterrent for some who come from one-car or no-car families. A few of the colleges are providing their own free bus service in a considerable radius of the campus, but most are providing none. This can be the difference between going to college and not attending, in a community with no public transportation.

Recruiting, using minority-group counselors and students in minority areas, can be an important feature or service for the college which genuinely wants to serve all in the community. Non-traditional students, not oriented to college, must be made aware that college is available to them nearby and at low cost. It is important that the parents of potential students be sold on the idea also; especially the mother in the case of the Black student, and the father in the case of the Chicano student. Typically the "disadvantaged" student is the first of his family to seek a higher education, and there is no comparable experience in his parents' background. Mobile recruiters are being utilized in a few urban inner-city colleges, but these are the exception.

"Starter" classes located out in the so-called "disadvantaged" areas of some communities have been utilized to advantage by a few schools. These classes, located out in areas convenient to reach, have the advantage not only of bringing higher education into the neighborhood, but also of whetting the student's appetite for more learning, so that he typically moves from the neighborhood class onto the main campus to take further training.

Student services, seeking to build a necessary supportive environment, have as their core guidance and counseling services. The dis-

advantaged student typically is counseled into compensatory-remedial work upon entry to college, and the counselor often teaches a psychology course aimed at personality-adjustment

and motivation, developing a self-image. Most schools running comprehensive remedial-compensatory programs include a counselor with each "team" of instructors, but a few make no special assignment of counselors to serve disadvantaged students. In his survey of three urban schools, Kirk found that counseling was the least-favored part of the remedial program for students; particularly for those students formerly enrolled in remedial courses.[14] Few of the colleges had counselors dispersed over the campus away from a central office, as is usually advocated today, but several were considering locating counselors in such stations as the student center, readily accessible to students on an informal basis.

The provision of motivational programs to enable the student to develop self-respect and confidence falls mainly to the trained counselor or psychologist, but it must also be the responsibility of each staff member the disadvantaged student encounters. Successful experiences in the field of education are something disadvantaged students have rarely known, and these need to be provided as part of the overall environment. A few schools stress this, while some do not, but rely on the student to develop his own motivation and interest.

The provision of relevant, comprehensive curricula, embracing basic, compensatory-remedial and occupational (Technical-Vocational) courses and programs is such a vital aspect of the needs of the disadvantaged that the entire succeeding chapter will be devoted thereto. It would be well to note in passing that a few community colleges in Texas are endeavoring to offer broad comprehensive remedial-compensatory programs, aiming to educate the "whole student", so to speak, while others are offering little or nothing along this line, confining themselves to what seems to be a reliance on the "three r's", or on one or two of them, usually "readin' and writin'," There *are* disadvantaged students on *every* campus.

The effectiveness of instruction can best be measured in those situations where definite known objectives for the learner are clearly spelled out and communicated to the student at the outset of the course. The success or failure of instruction can be measured at the end of the term against these declared objectives. Some courses and programs in the remedial field have vague, nebulous objectives assigned, which prevent any evaluation. How does one measure, for instance, such objectives as "to help individual students improve themselves toward a better, richer life in their own environments", or "to meet the individual needs of students", or "to help the individual develop skills and gain confidence in the achievement of his goals"?The classic work in the area of objectives appears to be Mager's work,[15] wherein he states that "the statement of objectives must denote *measurable attributes* observable in the student, otherwise it is impossible to determine whether or not the program is meeting its objectives.[16] Based upon our survey, most community college remedial program directors appear to have read

Mager's book and applied it to their work. Individualized or "packaged" instruction using reading books, audio tapes, cassettes and the like are utilized in the more advanced programs.

Peer group tutoring is a vital segment of some schools' remedial programs but is unknown at others, so there is a wide disparity here. The most advanced programs have their own tutoring centers, run essentially by the tutors themselves with faculty and counselors available. For those schools which have attempted it, it appears to successfully overcome any reluctance the potential tutee might have to go for assistance from a faculty member or older person. Peers can relate effectively, with proper training.

Community involvement, exemplified by the formation of an advisory council from the disadvantaged populace of the district appears to be an unrealized ideal. While there may be informal contacts between college officials and individuals in minority-group communities, our survey revealed no formalized avenues of communication in the form of a president's advisory council.

Personnel attitudes of a positive nature toward the disadvantaged and their needs leave a great deal to be desired on our Texas campuses. Except for the staffs involved in the remedial programs, personnel attitudes of staff members toward the teaching of disadvantaged students are often *negative* (46% of faculty members, in one recent survey).[17] Instructors who have had no specialized training to handle the needs of disadvantaged students may feel uncomfortable in such a setting, and probably the worst way to get a favorable teacher attitude is to *assign* a reluctant teacher to remedial classes; yet this is done in many instances. All too often it is foisted upon the newest, least experienced teacher as a "thankless task" assigned for a year. Everyone, from the president on down to the custodian, must display an attitude of sensitivity and nonprejudice toward the disadvantaged students if they are to succeed, according to those involved in offering compensatory-remedial courses.

A random sample survey of students in remedial-compensatory courses in twelve community colleges asking students whether or not, in their judgment, this list of twelve identified needs was being met (plus a thirteenth consideration—is there a proper place to study on campus), on their campuses indicated (Table VII) that the two needs students believed to be most frequently not met on their campuses were those for transportation and recruiting efforts. Sixty-three precent said no transportation was provided, while 51% indicated they were unaware of any recruiting efforts conducted by their colleges. The highest positive scores were recorded for provision of relevent (compensatory-remedial) curricula (98%), financial aid availability (94%), and student services (guidance and counseling) 94%. Significant percentages, 33% and 35%, respectively, indicated they knew of no "starter classes" in disadvantaged areas, or of any community involvement on the part of the college. Effectiveness of instruction was indicated by 93%, positive attitudes of personnel by 92%, and provision of a proper place to study by 92%.

When asked whether the remedial course or program was fulfilling their needs, most students (67%) responded favorably,* and few indicated any unmet need. Several indicated that transportation was a problem, one stressed the need for athletic teams, while the most serious comment was made by a married student who alleged he was being "treated like a kid in this... program," identifying himself as a married head of a household.

Table VII

TABULATION OF RESPONSES TO STUDENT QUESTIONNAIRES

Listed below are a number of "typical" needs of students attending junior college. Please indicate (yes or no) whether or not your college offers each one of these, to the best of your knowledge.

	YES		NO	
	#	%	#	%
(a) flexible admissions policy	96	87	14	13
(b) financial	103	94	6	6
(c) transportation	40	37	68	63
(d) recruiting of students	48	49	50	51
(e) "starter classes in disadvantaged areas	67	67	33	33
(f) student services (guidance and counseling)	102	94	7	6
(g) motivational programs	83	84	14	16
(h) relevant and comprehensive curricula (basic, compensatory, remedial and occupational, tech-vocational)	98	98	2	2
(i) effective instruction	93	93	7	7
(j) peer group tutoring	65	72	25	28
(k) community involvement	65	65	35	35
(l) positive personnel attitudes (of teachers & staff)	95	92	8	8
(m) proper place to study	100	92	9	8

Source: Student Questionnaire, Texas Senate Interim Committee on Public Junior Colleges, 1972. (These were distributed randomly to students in remedial-compensatory classes visited at twelve Texas community colleges, and were returned by 119 students).

Most students indicated that they were counseled into the remedial course or program (64%), and about two-thirds (68%) evaluated the counseling received as very helpful.

Half of the students indicated as their educational goal a four-year degree or graduate training, quite consistent with known norms of expectation for junior college students, or perhaps a bit below average in aspiration level.

Some contradiction seemed involved in response to intention to attend college while in high school (69%, yes) as contrasted with taking a college preparatory course (69%, no). The desire or aim apparently was there, at some point, but the proper route to obtain the goal was not selected. Most of the students (54%) had received encouragement from their parents to go to college.

CHAPTER III

SPECIAL PROGRAMS AND SERVICES FOR DISADVANTAGED STUDENTS

The offerings of special courses and programs intended to meet the needs of disadvantaged students run a broad gamut from colleges which offer only one course of a remedial-compensatory nature, typically in the field of English or reading, to the comprehensive block-type approach where all of a student's work for an entire semester or for an entire school year consists of remedial or so-called "developmental" courses. A typical program at a college offering the more comprehensive approach consists of courses in: communications, reading, social science, natural science, humanities, personality foundations and career planning, plus physical education.[18]

Another comprehensive approach made up of optional course offerings rather than a block has these components: reading, writing, mathematics, and a special group guidance and counseling course.[19] A third program, interdepartmental in nature, consists of psychology, reading, humanities, English, mathematics, sociology, history, business technology, business administration, natural science, and speech, taken optionally upon advice of a counselor.[20]

The pattern seems to be for the large, urban, inter-city school with larger numbers of disadvantages students enrolled to offer the more comprehensive programs, though they are not limited to the urban center necessarily.

A comparison of Table V, Number and Breakdown of Disadvantaged Students on each campus, with Table VII, Number of Students Enrolled in Remedial-Compensatory Courses, indicates little or no correlation between a high number or percentage of disadvantaged students on a given campus and a corresponding enrollment in compensatory- remedial courses or even a large number of remedial course offerings where there are large numbers or percentages of disadvantaged students.

Our survey (see Table VIII) indicates that there are *some* "disadvantaged" students on every campus, and a key question for this study is whether or not all of their needs are being met, if there are few if any remedial-compensatory offerings on their campuses.

This brings us to *the fundamental question* underlying this report: are the needs of "disadvantaged" students in our state's public junior colleges being met by the provision of remedial-compensatory courses and programs; if so, how adequately? The previous chapter identified a series of typical needs of disadvantaged students, but did not appraise the *most* fundamental need that was outlined; that for relevant, comprehensive curricula and more specifically remedial-compensatory courses and programs. To determine whether or not such courses and programs are in fact meeting student needs, measures of effectiveness must be selected; in other words, evaluation devices.

Losak, in his negative appraisal of the merits of the remedial reading-writing program at Miami-Dade Junior College, the nation's largest community college, utilized these tools of measurement: (1) improvement in standardized reading and writing test scores, (2) overall grade-point averages, (3) drop-out and withdrawal rates, and (4) success during *second* term in regular college courses.[21]

Kirk, in his recently-completed dissertation study of three Texas urban junior colleges, utilized these measures of effectiveness: (1) academic performance in terms of changes in Grade Point Average (G. P. A.), (2) persistence in college to succeeding semesters or years, (3) student attitude as measured by an attitude scale instrument.[22]

We endeavored to glean the necessary evaluative materials and information from the colleges, themselves, and uncovered thereby one of the most serious shortcomings in the entire process. Few, if any of the colleges are evaluating what they are doing in this field, to find out whether it is proving effective or not. The evaluation reports we sought on which to base a judgment of relative effectiveness simply

Table VIII

STUDENTS ENROLLED IN REMEDIAL OR COMPENSATORY COURSES OR PROGRAMS, TOTAL, AND BY INDIVIDUAL PROGRAM, TEXAS COMMUNITY JUNIOR COLLEGES, FALL, 1971

COLLEGE	TOTAL REMEDIAL-COMPENSATORY ENROLLMENT	REMEDIAL ENGLISH	REMEDIAL MATH	ADULT BASIC EDUC.	BASIC, GUIDED, DIRECTED, OR DEVEL. STUDIES	DEVELOP. READING	OTHER REM. COURSES OR PROGRAMS
Alvin	80	80	70	22	50	25	
Bee	147	103	80			100	10
Blinn	43	43				43	
Brazosport	70	25	25		20		
Central Texas	728	143	232	566		277	
Cisco	30		30				
Clarendon	204	68	68				68
Coll. of Mainland	316	127	287	316		240	80
Cooke County	390	150	85	45	60	150	
Del Mar	588	440			96	124	
Eastfield	760				760		
El Centro	455	184	203	199	455	114	107
Frank Phillips	54		54			48	
Galveston	211		130			47	30
Henderson	39			39			15
Hill	27		15			12	
Howard	58	21	58			15	
Laredo	875			700	100	75	
Lee	1,568	80	80	80		20	63
McLennan	753	17	114	369	130	123	
Midland	25		25			25	
Mt. View	491	82	285			74	50
Navarro	75	75				75	
Odessa	229					229	
Panola	30	30					
Paris	65				65		
Ranger	344						
San Antonio	2,029	900	600	379	1,219	1,889	300
St. Phillips	792	350	115	44	792	266	61
South Plains	61	18	61			18	
Tarrant Cty, NE	793	233			94	233	233
Tarrant Cty, So	340	340			234	190	
Texarkana	252	200	52				
Texas Southmost	2,008	342	88	2,008	119	157	
Victoria	487	40	162			44	212
Weatherford	99	50	49				
Western Texas	115	17	56	35		18	
Wharton	470	133	114		35	109	79
TOTALS	15,330	4,291*	2,851*	4,802*	4,232*	4,740*	1,308*

Source: Texas Senate Interim Committee on Public Junior Colleges, Survey Questionnaire #1, 1972.

* - Column Totals do not correspond to overall total, owing to enrollment in more than one course by some students.

Table IX

SURVEY OF COMPARATIVE DROPOUT-WITHDRAWAL-FAILURE RATES

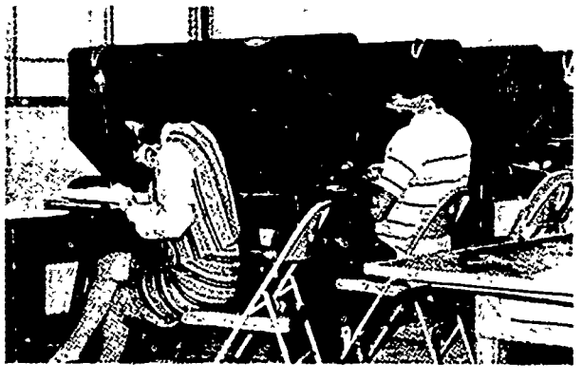
AND FREQUENCY OF EVALUATIVE EFFORTS, FALL, 1971

Rem-Comp Courses or Prog. Reported	Remedial-Compensatory Courses			Comparable Regular Courses			Comparison of Dropout Withdrawal Fail. rates in courses Rem-Comp to regular	Total Courses	Pre-test		
	Drop-out %	Acad. Withdr. %	Fail-ure %	Drop-out %	Acad. Withdr. %	Fail-ure %			Yes %	No %	Unrep %
30*	8.5	5.5	7.1	5.5	3.2	4.6	15 higher 13 lower 2 equal	68	65.2	8.8	26

*Note: 68 courses or programs were reported, but only 30 adequately enough for inclusion in the survey of dropout-withdrawal-failure rates; all 68 were included in the survey of evaluative efforts being made by the colleges.

Source: Survey Questionnaire #2, Texas Senate Interim Committee on Public Junior Colleges, 1972.

MEASURES OF EVALUATION USED														
Post-test			Follow-up in college?			Survey of Persistence?			Follow-up outside college?			Survey of Pass or Fail in Course?		
Yes %	No %	Unrep %	Yes %	No %	Unrep %	Yes %	No %	Unrep %	Yes %	No %	Unrep %	Yes %	No %	Unrep %
63.2	14.7	22.1	38.2	26.4	35.4	37.9	37.9	24.2	23.5	51.4	25.1	51.4	25	23.6



were *not* available, except from two or three schools which do make some attempt at evaluation.

Our survey questionnaires requested reports from the colleges on comparative percentage rates of Dropouts, Withdrawals, and Failures for both remedial-compensatory courses and programs and for comparable courses in the "regular" college program. The responses were sketchy at best and imcomplete, with only 30 courses or programs being adequately reported, out of 68 entries. Of these 30, fifteen (50%) indicated *higher* combined Dropout-Withdrawal Failure percentage rates for remedial-compensatory work than for the "regular" courses; thirteen (43%) indicated *lower* combined rates, and the remaining two (17%) produced evenly matched results. Overall, for the 30 reported courses or programs, the Dropout-withdrawal-failure rates were 8.5%, 5.5%, and 7.1% respectively for a combined percentage rate of *21.1%*. The Dropout-Withdrawal-Failure rates for comparable "regular" courses were: 5.5%, 3.2%, and 4.6%, respectively, for an overall percentage rate of *13.3%*. These are results reported in Table IX, but only to show general trends.

Responses to our questions regarding what *evaluative efforts* were being made of these courses by the colleges, based on these same 68 courses or programs reported on (but not completely or thoroughly reported) indicated the following trends: (a) in most of the courses (65.2%), a pre-test was administered; (b) in 63.2%, a post-test was administered; (c) follow-up in college efforts were reported in 38.2% of the cases; (d) an equal percentage (37.9% each) of the courses involved surveys of persistence, or did not; (e) most of the courses (51.4%) were *not* being followed up by studies of former students outside of college; (f) in most (51.4%) of the cases reported, surveys *were* being made of how many students passed or failed the course or program.

The data supplied by the colleges is so sketchy and incomplete as to defy scientific analysis, and we have deferred judgment until after an appraisal of the Kirk and de los Santos studies which were much more detailed and were case studies in-depth.

Roueche summed up the situation beautifully in his national survey of the "state of the art" in 1968, as follows:

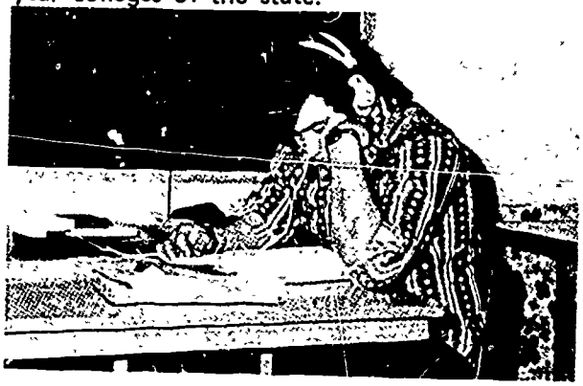
> There is a paucity of research on the efficacy of remedial programs in the junior colleges. Indeed with few exceptions, community colleges neither describe nor evaluate their endeavors in this critical area. Available research will not support the contention that junior colleges offer programs that in fact remedy student deficiencies. Programs are certainly offered, but the entire issue of remedying deficiencies has not been sufficiently researched to date.[23]

Such was the situation in 1968, and it is still the "state of the art" in 1972, judging from Kirk's observations. He described the current Texas scene as follows:

> Seldom do these studies contain hard data pertaining to the persistence, academic achievement, and attitude of students in remedial programs. Perhaps it is due to reluctance, lack of expertise, or simply an insouciant attitude on the part of administrators in junior colleges to keep statistical records. Nonetheless, few studies are available or worthy of mention.[24]

One might point out in defense of the colleges, if any defense is needed, that these are relatively recent programs, dating for the most part back to the mid-1960's. It is true that some junior colleges have offered remedial courses for years, usually merely watered-down versions of regular college courses, but the recent emphasis on compensatory education in public schools in the 1960's has been reflected in innovative programs blossoming at the junior college level.

This recency of origin should not serve as an excuse, however, nor would those conducting these programs want to be so excused. The usual excuses of staff and administration for failing to evaluate were shortages of funds, personnel, and time. These are quite understandable, and the funding aspect could well be considered by the Legislature. These programs must be *evaluated annually*, so that all concerned may know whether or not they are *effectively* meeting the needs of disadvantaged students. We cannot assume that because the courses are provided they are necessarily effective; yet few schools are at this time properly collecting data or evaluating. Kirk observed rather cryptically "While many community colleges in Texas have organized special courses and programs for low ability youth there exists to date no baseline data on which to make statements assessing the general effectiveness of remedial efforts in the two-year colleges of the state."[25]



Such was the state of affairs when Kirk began his endeavors. Fortunately, we have the benefit of his endeavors, plus those of another recent doctoral dissertation writer, Gilbert de los Santos, who included two Texas junior colleges (Numero Uno and Numero Dos) in his study entitled "An Analysis of Strategies Used By Community Junior Colleges to Serve the Educational and Cultural Needs of Their Mexican American Students."[26]

From these studies we can gain in-depth analysis information concerning programs in five of our Texas public junior colleges: three in large urban centers, one in a smaller metropolitan area, and one in a less-populous setting.

Kirk sought to appraise the remedial-compensatory efforts at Colleges "A", "B", and "C", each of which offer a different approach. College "A" offers a one-year block of courses called Developmental Studies. The organizational structure has the program located in a separate division of the college, with its own faculty and counselors arranged into "teams". Entry into the program is *voluntary*, but with considerable "encouragement" being exerted upon the student to enter if he has *both* low ACT scores and high school grades.

At College "B", the program also operates within a separate division of Developmental Studies with its own faculty and counselors. Students in College "B" may take one course or as many as four remedial courses, and they are generally *required* to enroll if they have ACT scores below a designated minimum.

At College "C", there is no separate department or division; the program is interdepartmental in structure. Remedial courses are taught by the various departments by assigned instructors, and the students are *placed* in the remedial courses if their admission scores are too low.[27]

Utilizing three selected measures of effectiveness: academic performance (G. P. A.), persistence, and student attitude, Kirk's appraisal seems to indicate that, in certain situations, remedial programs *can* be effective, as measured by his three criteria. Using selected sample populations at all three schools, and validating these with control groups of compar-

able high-risk but non-remedial students (except at College "C" where no such control group was possible because all low-ability students are *required* to enter the program), he found that: remedial students earned significantly higher grades than did "high-risk" students in non-remedial programs; that they persisted in college to a greater extent than did high-risk students in non-remedial programs, and that there was no significant difference in attitude (positive) toward the total remedial program on the part of students at the three schools.[28]

There were, however, significant differences in results at the three schools in meeting goals of the programs; most notably in the areas of academic performance, as attested by Grade Point Averages achieved, and in attitude. It would appear from his data that the programs at Colleges "A" and "B" were relatively successful during all three school years of his study (1969-70, 1970-71, and 1971-72), while the program at College "C" left considerable to be desired in terms of success for his selected sample population. Whereas the students in his samples in the remedial programs at Colleges "A" and "B" usually did better, grade-wise, than did control groups of comparable high-risk students, and earned C or C- averages overall for three semesters of work for all three year groups, the sample group at College "C" for both 1969-70 and 1970-71 year groups never earned a C average for any semester in college; only the 1971-72 group achieved at that level.[29] Persistence was higher for remedial students at all three colleges than for non-remedial high-risk students.

Student attitude surveys showed some interesting variations from college to college. Students previously enrolled in the program and sampled subsequent to that at College "C" looked back upon the total program, counseling, and instruction at that school much more negatively than previous students at the other two schools. Chicano students at the same institution had a more favorable attitude toward the total program than did the other two racial-ethnic groups currently in the program at that college, a difference that approached the significance level.[30]

Kirk identified several characteristics as related to *successful* remedial programs: (1) location in a separate division with its own staff, (2) volunteer, willing instructors, (3) counselors capable of working with the disadvantaged, (4) race-ethnic composition of staff

approximating that of students in program, (5) two semester program, (6)a program consisting of "basic tool" subjects, (mathematics, English, reading, and writing), (7) all courses credited for graduation, (8) provision for reduced course load, (9) non-punitive grades, (10) counseling for realistic career choices, (11) alleviation of transition from remedial to regular program.[31]

Few of the programs offered in our Texas community colleges measure up to all those yardsticks. Most are nowhere near so all-encompassing, either because of small school size or negative attitudes toward remedial-compensatory education on that campus. Schools should be free to offer or not offer whatever they choose, of course, but if they are claiming and seeking to meet the needs of the disadvantaged student, these approaches outlined need to be considered, it would seem.

The de los Santos study, an in-depth analysis of strategies employed to meet the educational and cultural needs of Mexican-American students at two more of our Texas community colleges, appraised these strategies or approaches according to Arciniega's Theory. Arciniega's thesis is that public education has pursued a "pathological" approach aimed at either acculturating Mexican-American students to predominating middle-class values or "pushing them out of the way."[32] The author identifies four possible strategies to be pursued in educating Mexican American (Chicano) students in the junior colleges: (1) the "noble poor" approach, (2) the "pathological" approach, (3) the "more effective copers" approach, and (4) the "oppressed" approach. One and three are regarded as functional, and two and four as dysfunctional.

A brief description of each approach is in point here. The "noble poor" approach holds that, far from being culturally *disadvantaged*, Mexican-Americans in fact have a *superior* culture. Proponents of this view would support separate departments or schools, controlled by Mexican-Americans.

The "pathological" approach views Mexican-Americans as a distinct sub-culture group regarded as "culturally deficient" or "culturally disadvantaged." Anglo cultural attributes are presented as good, proper, and "what ought to be" while Mexican-American cultural attributes are viewed as negative. This implies that the dysfunctional effects of minority group background can be overcome only by acculturation into the Anglo life style.

The "more effective copers" approach views Mexican-American life styles as functional adaptations to the opportunity structure of the total societal system directly attributable to minority status. The essence of this view is held to be the genuine acceptance of cultural difference and the acceptance of the notion that to be culturally different does *not* mean to be inferior.

The "oppressed" approach argues that Mexican-American group membership and resultant life styles are negative results of internal colonialistic conditions imposed by the dominant culture. Mexican-American cultural life patterns of today are regarded as degenerated reflections of a once virile and strong society which literally underwent subjugation. The only viable solution according to this view is a complete societal restructuring, with a Mexican-American take-over of the schools.[33]

In his appraisal of strategies followed at Texas College " Numero Uno", de los Santos concluded that the school, based on its curricular offerings, tractive mechanisms, and employment practices was pursuing a strategy similar to the "pathological" approach described by Arciniega. He points to failures to incorporate programs which would tend to benefit the "disadvantaged" or to seek greater financial aid funds, and asserts that by its indifference as well as by its actions, the college has led Mexican-American students to believe that they are less preferred.[34]

A different picture is presented by Texas College "Numero Dos", where a school with a student body approximately 75% Spanish surnamed has three board members and four

administrators of Mexican descent serving it. This school has been undergoing recent transition from a transfer orientation to one of cultural awareness and remediation, to cut down on the high number of students traditionally placed on probationary status. The recently created General Studies program seems to attract or serve those students whose needs were not met adequately by the public schools. The college is seeking to implement its responsibility to the Mexican-American community now, but with the recently-adopted changes it does not fit Arciniega's theory, mainly because Chicanos at College "Numero Dos" constitute the *majority*, rather than a minority group.[35]

College "Numero Uno" was adjudged to be on a dysfunctional course, and not meeting the needs of its disadvantaged students, while judgment seems to be suspended in regard to "Numero Dos". The description of the latter school prior to the recent changes indicates that the needs of Mexican-American students in all probability were not being met prior to the institution of those changes, but that now the college itself, recognizing an opportunity to better serve community needs, has itself initiated changes.

From all of the foregoing, it would appear that the needs of disadvantaged students in our junior colleges in terms of remedial-compensatory education *can* be met effectively under certain circumstances and in certain situations. The programs that seem to offer most promise of success appear to be those characterized by: (a) separate department and staff status, (b) volunteer students and teachers, (c) comprehensive programs of a semester or two duration, (d) credit being given for graduation and for transfer, (e) minority group members on the teaching, counseling, and administrative staffs, (f) recognition of and respect for cultural differences, where they exist.

Graduation or Transfer Credit

A vital consideration in regard to the offering of remedial-compensatory courses or programs is the question of whether or not the courses are to carry *credit,* within the institution itself or for graduation or an associate degree, or for transfer credit to a senior institution. Forty schools responded to our survey on this question, (see Table X) and of these, thirty-five (87.5%) indicated that they do give credit toward graduation, while the remaining five (12.5%) do not.[36] On the question of transfer credit being awarded by senior institutions for such courses, twenty-seven schools (67.5%) indicated that at least *some* senior institutions *do* award credit for them on transfer, while nine (25%) indicated that transfer credit is not available. Curiously, two of the five colleges which do not give credit themselves toward graduation within the institution itself indicated that transfer credit could be gained for the courses from senior institutions.

If a junior college is not willing to give credit within the institution itself, it hardly seems reasonable to expect that any senior institution will do so, but such is apparently the case, in rare instances.

Our overall impression is that the granting or not granting of credit should be resolved

Table X

GRANTING OF CREDIT TOWARD GRADUATION AND OF TRANSFER CREDIT

COLLEGE	CREDIT TOWARD GRADUATION		TRANSFER CREDIT (SR. INST.)	
	Yes	No	Yes	No
Alvin		x	x	
Blinn	x		x	
Brazosport	x		x (some)	
Central Texas		x		x
Cisco	x		x	
Clarendon	x		x	
College of the Mainland	x		x	
Cooke County	x		x	
Del Mar		x		x
Eastfield		x	x	
El Centro	x		x	
El Paso	x		x	
Frank Phillips	x		x	
Galveston	x		x	
Henderson County	x		x	
Hill	x		x	
Howard County	x			x
Kilgore	x		x	
Laredo	x			x
Lee	x			x
McLennan	x		x	
Midland	x		x	
Navarro	x			x
Odessa	x			x
Panola	x		x	
Ranger	x		-	-
Richland		x		x
St. Phillips	x		x	
San Antonio College	x		x	
South Plains	x		x	
Southwest Texas	x			x
Tarrant Cty,NE	x		x	
Tarrant Cty,So	x		x	
Temple	x		-	-
Texarkana	x		x	
Texas Southmost	x		-	-
Victoria	x		x	
Weatherford	x		x	
Western Texas	x		x	
Wharton	x			
40 Colleges, Total	35(87.5%)	5(12.5%)	27(67.5%)	9(25%)

- Colleges failed to provide information on this point.

Source: Survey Questionnaire #4, Senate Interim Committee on Public Junior Colleges, 1972.

favorably to the student. *If grading standards are equally as rigorous for remedial programs as for the regular program*, the institution *should* give credit toward graduation. This is a definite morale factor in some schools, for students feel they are "spinning their wheels" if they receive no credit for a semester's or a year's work, and are reluctant to enroll in such courses or programs, even though they may need such remediation.

As for the granting of *transfer* credit, this appears to be part of a capricious bargaining process between junior and senior colleges, and a matter of "friendly persuasion." Who is registrar at a given senior institution from year to year appears to affect seriously whether or not that college will give credit on transfer, and this contributes greatly to an atmosphere of uncertainty. We feel that the senior and junior colleges should follow carefully the statewide policies adopted by the Coordinating Board. Either all should give transfer credit, perhaps as electives, or none should do so. The uncertainty involved, for both junior college transfers and for junior college staff members advising them, should be eliminated.

Teachers for the Disadvantaged

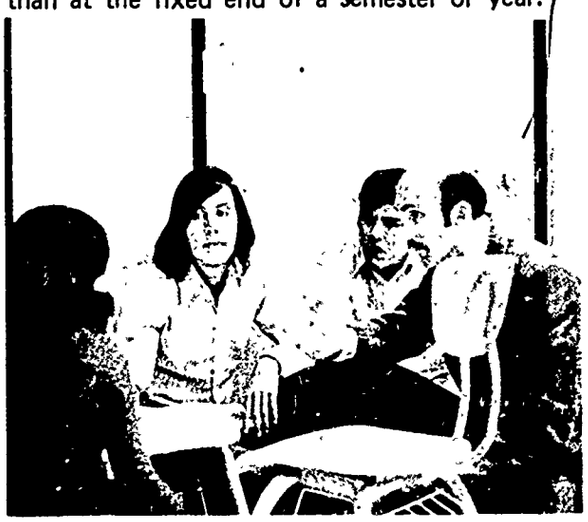
A final word must be said in regard to *teachers* for these remedial programs and courses. At present, to the best of our knowledge, there exists no comprehensive program at any of our senior colleges to train teachers of remedial-compensatory courses for the junior colleges. We asked at various campuses: Where do you get your teachers, and on what basis are they selected? Invariably, they had been recruited from high school programs or community-service agencies such as VISTA. Others simply learned by doing; by trial and error experience teaching classes for disadvantaged students at that college or another. Rarely had anyone been trained specifically for the task, or taught the variety of instructional methods needed.

There seems to be a glaring need, then, for the Coordinating Board to foster and encourage special teacher training programs in those state-supported four-year institutions which prepare people to teach in junior colleges. There also is a need for in-service training for those already deeply involved in offering such courses and programs in other community

colleges, in the form of regional workshops and summer institutes, that they may exchange ideas and profit by others' experiences. We suggest draft legislation to effect this, in the Appendix.

CHAPTER IV
PRESENT AND FUTURE NEEDS

Our probing the question of why some community colleges are offering comprehensive, extensive programs to meet the needs of disadvantaged students and why others offer relatively little led to an inquiry into the *funding* of remedial-compensatory courses. The Coordinating Board staff informed us that it is not a matter of non-available funds, but rather of assigned values and priorities on each campus.[37] In order to receive funds from the Coordinating Board, a college must usually show that a parallel course is offered in at least two senior institutions at the freshman-sophomore level. There are exceptions made however in response to local needs which would seem to provide room for innovation, but these are subject to annual renewal. The current basis of funding, based on headcount enrollment as of the 12th class day in the fall semester, seems to be restrictive in terms of differential learning rates of students; particularly those in remedial-compensatory work, where a student might need more or less than a semester to complete work usually done in a semester period. Shifting the basis of funding to a "contact hour" concept, with funds allocated to colleges on the basis of student contact hours *throughout the year* rather than a mere body count on one particular day in the fall, would lend flexibility of approach to remedial-compensatory programs needing to operate less than semester length in order to promote those students ready for college transfer work when they are ready for it, rather than at the fixed end of a semester or year.



There is no special category or line-item funding for remedial-compensatory education courses in Texas at present as there is in Florida and some other states; rather the remedial-compensatory courses are dispersed throughout all other course categories at present for funding purposes. A college can apparently get whatever funds it needs for compensatory education, but that presumably would cut into the "pie" of overall available funds, and thus becomes a matter of priorities for each college to decide upon. If X dollars are available, total, for all courses, how much should we allocate to remedial-compensatory education on this campus?

Since presidents and other top administrators tend to set the tone and provide the leadership on junior college campuses, a proper question is the degree of commitment there to remedial-compensatory programs. Bushnell, in a recent survey for the American Association of Junior Colleges, challenges the notion that junior college presidents *universally* support such programs. Although the presidents surveyed ranked "serve higher education needs of youth from local community", as their number one priority, "develop programs for the special student, e.g., disadvantaged, bright, foreign," was ranked down at 19th in a list of 26 priorities.[38]

The problem is there – the heavy influx of under-prepared disadvantaged students on all our campuses, and it will not go away. It is basically a question of *trying something,* admittedly not sure-fire or certainly effective, or doing nothing. The alternatives, according to one writer in the field, are greatly expanded

welfare costs in the future or a considerable increase in the rate of incarcerations for crimes.[39] Let us hope the alternatives are not so stark, but they may be.

A projection into the future shows a continuation of present trends for the foreseeable future. In his classic study, *Public Junior College Enrollment Projections in Texas, 1965-1985*.[40] Dr. C. C. Colvert predicted a continued upward trend in enrollment at virtually every community college in Texas, continuing on to the end of his survey period in 1985. This trend is reflected also in another report made to the Coordinating Board in 1968 (See Table XI).

When we couple this information with information breaking down public school enrollment in the counties where junior colleges are located, covering the entire twelve public school years of population by racial ethnic groups as of the 1970 Census,[41] and link it with Census Data information on income levels of families in those counties, we get a continuation of the present pattern on into the indefinite future. If students, especially those from minority racial-ethnic groups or from low-income families, continue to come to the community colleges ill-prepared for college work, the colleges must do something more than merely maintain an *open* or perhaps a *revolving* door.

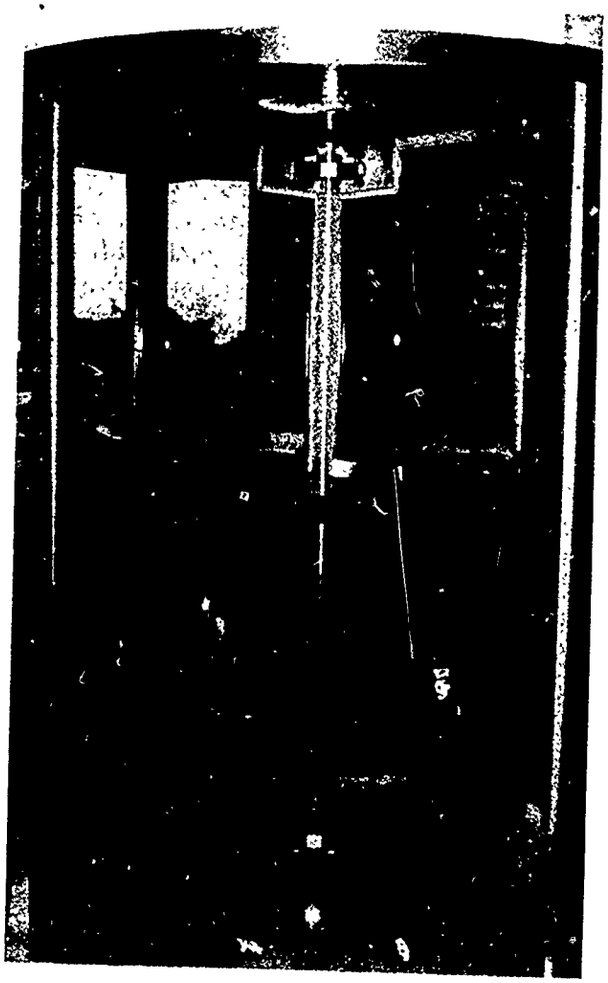
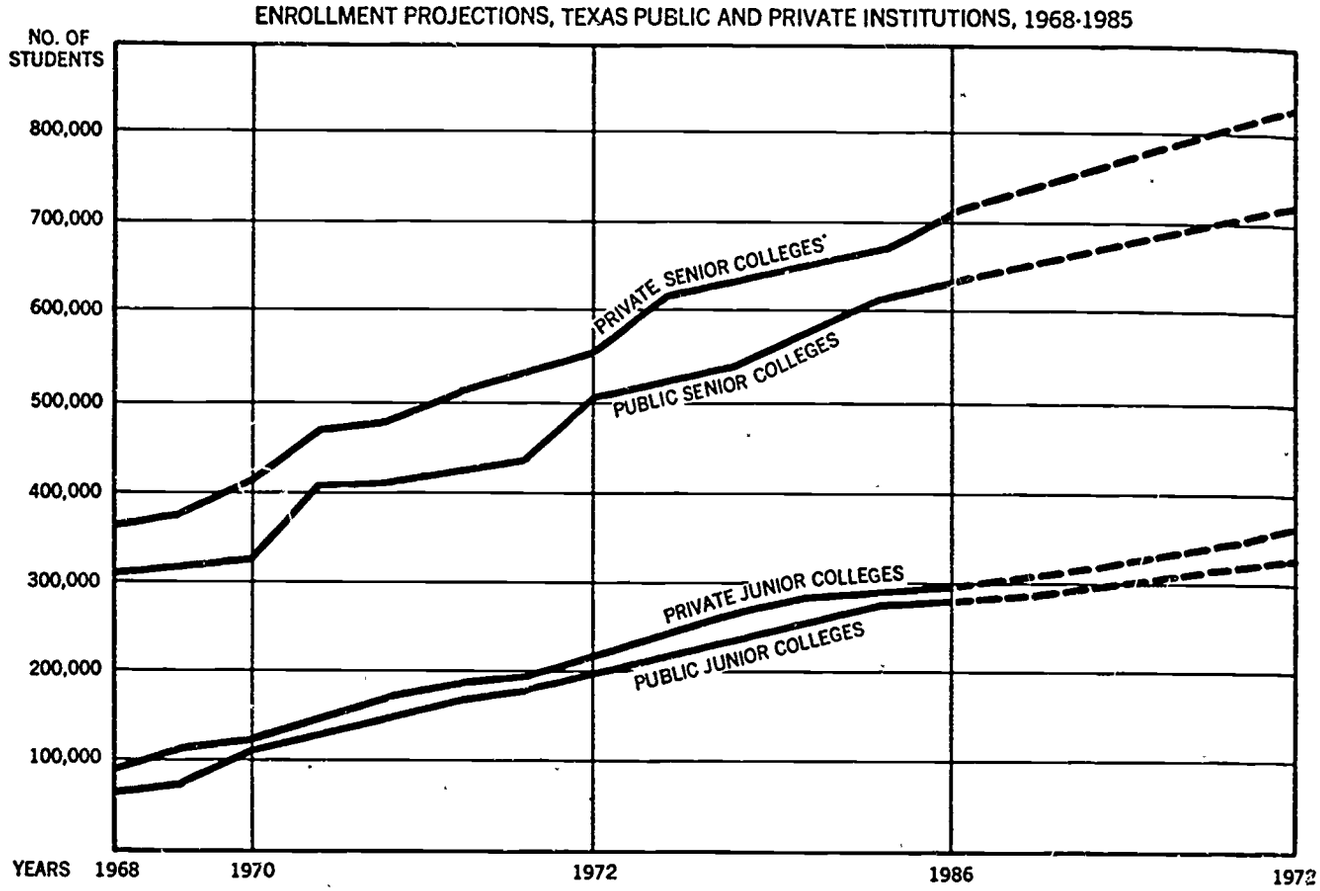


Table XI



ENROLLMENT PROJECTIONS, TEXAS PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION, 1968–1985

Year	Junior College Enrollments Public	Junior College Enrollments Private	Senior College Enrollments Public	Senior College Enrollments Private	Total
1968	87,600	11,600	211,700	61,800	372,700
1969	99,500	12,000	225,200	63,100	399,800
1970	112,800	12,400	241,000	64,300	430,500
1971	129,200	12,800	260,200	65,500	467,700
1972	143,300	13,200	269,900	67,500	493,900
1973	159,000	13,600	270,200	69,800	521,600
1974	176,000	14,000	288,900	72,200	551,100
1975	194,300	14,400	298,500	74,700	581,900
1976	213,900	14,800	308,400	77,100	614,200
1977	229,300	15,200	319,700	79,900	644,100
1978	239,800	15,600	330,500	82,600	668,500
1979	250,300	16,000	337,700	84,400	688,400
1980	259,800	16,400	345,300	86,300	707,800
1985	305,600	18,400	400,900	100,000	824,900

SOURCE: "Enrollment Projections, Texas Post-High School Education, 1968–1985," Coordinating Board, Texas College and University System.

Source: Liaison Committee on Texas Private Colleges and Universities of the Coordinating Board, Texas College and University System, Pluralism and Partnership: The Case for the Dual System of Higher Education, Austin, 1968, 34-5.

CHAPTER V
SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A: Summary

This study has surveyed the needs of disadvantaged students in our public junior colleges, and identified a number of such needs, including especially those for financial aid and remedial-compensatory courses and programs. We have learned that there are shortcomings in both of these areas which are so vitally important to the "disadvantaged" student if he is to genuinely receive the equal educational opportunity that seems to be promised to him by the "open door" policy. In the case of financial aide, a more aggressive effort on the part of the colleges to secure these funds seems necessary.

As for the remedial-compensatory approach, certain colleges are making an all-out effort to provide as comprehensive a program as possible, while others assign a low priority to such efforts in their overall planning.

It is found that in colleges which have a commitment and which have adequate resources compensatory programs have had greater success. No judgment can be made as to which remedial programs are most effective. The big stumbling block to effective evaluation is the lack of data comparing groups of high-risk students who enter remedial programs with those who do not, based on the assumption that standards are equally rigorous in both programs. The colleges, the Coordinating Board, and the Texas Education Agency must accept this evaluative responsibility, so that the Legislature may have adequate information for funding purposes.

The adoption of the Legislative funding recommendations of this committee will initiate better evaluations and establish a solid basis for judgment of relative effectiveness.

B. Findings and Recommendations

(a.) The Nature of the Problem

Finding #1: Students of varying ages who are not prepared for entry into traditional courses will increasingly seek admission to the community junior colleges of Texas.

Finding #2: Blacks and Chicanos represent a less-than-proportional share of student body populations, and a more-than-proportional share of the disadvantaged students at most colleges; however, a larger *number* of disadvantaged students are Anglos.

Finding #3: Our survey confirms the findings of the Governor's Committee on Public School Education (1968) wherein it was pointed out that Texas high school seniors are graduating at a ninth-grade achievement level. The junior colleges are facing a serious problem of compensating for these deficiencies.

Recommendation #1: Special programs and courses are needed to meet the needs of disadvantaged students, or they will become dropouts.

Recommendation #2: Junior colleges should encourage the enrollment of more "disadvantaged" students; especially Blacks and Chicanos, to approach a more representative racial-ethnic mix in their student bodies and to give the equality under law provided for in Texas Constitutional Amendment #7, November, 1972, and provide meaningful programs for disadvantaged students once they are enrolled.

Recommendation #3: The recommendations of the Governor's Committee on Public School Education (1968) should be full implemented by the Texas Legislature.

(b.) Funding

Finding #4: Junior colleges are presently forced to resort to subterfuges to obtain funds for remedial courses by a provision of the 1971 Appropriation Bill: paragraph 3a, on page IV-20.

Recommendation #4: The restrictive paragraph cited in the Appropriation Bill should be amended out of future Appropriation bills by the Legislature.

Finding #5: The present 12th Class Day, Fall Semester basis of funding academic courses is unduly restrictive of remedial programs.

Recommendation #5: The Legislature should shift the funding of academic courses to the type of "contact hour" funding as recommended by the Coordinating Board and as adopted by the Legislative Budget Board, which would permit structuring these courses on the basis of differential learning rates.

Finding #6: Present teacher-training programs for preparing junior college teachers do not provide training for teaching the disadvantaged.

Recommendation #6: The Legislature should provide state funds to the Coordinating Board to enable that agency to initiate or sponsor: (a) programs of training for teaching the disadvantaged at selected teacher training institutions; (b) in-service training workshops on a regional basis for teachers of the disadvantaged; (c) summer institutes for the training or re-training of teachers to teach the disadvantaged in public junior colleges (*See draft legislation, Appendix).

Finding #7: Valid and reliable evaluation is lacking at all levels, and the remedial-compensatory programs are no exception.

Recommendation #7: Rigorous scientific evaluation studies, using control groups for comparison purposes wherever possible, must be undertaken annually by the colleges.

(c.) Method of Operation

Finding #8: Financial assistance is critically important to many disadvantaged students, but Texas is not getting its fair share of federal aid because some colleges are not obtaining these funds.

Recommendation #8: Public junior college officials should aggressively go after a fair share of available public and private financial aid funds.

Finding #9: An uncertain situation exists statewide as to whether credit will be given for remedial-compensatory courses toward either graduation from the junior college or transfer to a senior institution, and this needs to be resolved.

Recommendation #9: Remedial-compensatory courses should be credited toward graduation from the junior college, *provided* courses objectives and grading standards are equivalent to those in regular courses, and *provided* the remedial work is validated by subsequent regular work of at least one semester's duration. If these conditions are met, senior institutions should also grant credit upon transfer, by directive from the Coordinating Board.

Finding #10: Attrition rates are high for disadvantaged students when they enter traditionally-taught courses, indicating that their needs are *not* being adequately met by present course offerings and a need for remediation.

Recommendation #10: An alternative to present traditional educational methods must be tried to cut down alarming attrition rates and live up to the promise of the "open door." The best alternative in sight is remedial-compensatory education for the disadvantaged.

(d.) For Legislative Follow-Up

Finding #11: A continuing study needs to be made by the Legislature of problems in the junior college field, a vital link in today's Texas education system.

Finding #12: There is a need to relate remedial-compensatory education directly to the role and scope of the community junior college.

Finding #13: Our survey indicates that improved avenues of communication are needed between disadvantaged students, faculty members, administrators, and board members concerning necessary programs and courses.

Recommendation #11: Subcommittees on Junior College Education should be established by the House Higher Education Committee and the Senate Education Committee.

Recommendation #12: The Legislature should explicitly define the role and scope of the community junior college through the adoption of legislation similar to our proposed draft (See Appendix).

Recommendation #13: This committee strongly endorses legislation to create student and faculty positions on junior college boards of trustees, such members to serve in an advisory capacity.

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[3] Coordinating Board, Texas College & University System, *Coordinating Board Report*, Vol. 5 (10), Austin, Texas. October, 1970.

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[5] *Ibid.*, p. III-1; Clifton H. McCleskey, *Texas: Its Government and Politics*, 4th edition, 1972, 14.

[6] *Summary, Selected Demographic Characteristics from Census Data-Fourth Count*, Office of the Governor, Office of Information Services, Austin, Texas, August, 1972.

[7] *Ibid.*, p. 3.

[8] *Letter from Dr. Bevington Reed*, Commissioner of Higher Education, Coordinating Board, Texas College and University System, to Senator Joe Bernal, Sept. 25, 1972.

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[9] John E. Roueche, *op. cit.*, p. 12-13.

[10] Jerome Ziegler, "The Needs of Disadvantaged Youth", in Knoell, Dorothy M., *Toward Educational Opportunity For All*. State University of New York, 1966.

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[16] *Ibid.*, p. 3.

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[18] *Kirk, op. cit.*, p. 44.

[19] *Ibid.*, 63-6.

[20] *Ibid.*, 76.

[21] John Losak, "Do Remedial Programs Really Work?, *Personnel and Guidance Journal*, Vol. 50, No. 5, January, 1972, 383-6.

[22] Kirk, *op. cit.*, 96.

[23] Roueche, *op. cit.*, 47.

[24] Kirk, *op. cit.*, 27-8.

[25] *Ibid.*, 88.

[26] Gilberto de los Santos, *unpublished doctoral dissertation*, University of Texas at Austin, Education Department, 1972.

[27] Kirk, *op. cit.*, 39-40.

[28] *Ibid.*, 178-9, 194, 197.

[29] *Ibid.*, 147.

[30] *Ibid.*, 178.

[31] *Ibid.*, 209-10.

[32] Gilberto de los Santos, *op. cit.*, i.

[33] *Ibid.*, 10-15.

[34] *Ibid.*, 241-46.

[35] *Ibid.*, 251-54.

[36] *Survey Questionnaire Number Four*, Senate Interim Committee on Public Junior Colleges, 1972.

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[37] *Interview* with Dr. Ray Hawkins and Clifton Van Dyke, Coordinating Board Staff, November 29, 1972.

[38] David S. Bushnell, and Ivars Zagaris, *Report From Project Focus: Strategies for Change*, American Association of Junior Colleges, 1972, 67-68.

[39] John E. Roueche, *interview*, November 20, 1972.

[40] C. C. Colvert, *Public Junior College Enrollment Projections in Texas*, 1965-1985, Coordinating Board, Austin, Texas, August, 1967, p. 36.

[41] Texas Education Agency, *Fall Survey 1970 and 1971 By Region, By County District, By Grade, Regions 1-20.*, Austin, Texas, 1971 and 1972.

APPENDIX

PRELIMINARY DRAFT

BY B. NO.

A BILL TO BE ENTITLED
AN ACT

relating to programs of teacher training for the teaching of certain disadvantaged students in the public junior colleges; amending Chapter 61, Texas Education Code, by adding a Section 61.0631; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. Chapter 61, Texas Education Code, is amended by adding a Section 61.0631 to read as follows:

"Section 61.0631. TEACHER TRAINING PROGRAMS FOR TEACHERS OF DISADVANTAGED STUDENTS. (a) The board shall plan, initiate, and finance programs of teacher training for the teaching of educationally, economically, and socially, disadvantaged and culturally deprived students in the public junior colleges, to be provided at selected institutions in the state which prepare people to teach in the public junior colleges.

"(b) The board shall sponsor and finance:

"(1) summer institutes for junior college teachers on how to teach the disadvantaged student; and

" 2) regional in-service training workshops in different parts of the state for those teachers currently teaching remedial-compensatory courses and programs for disadvantaged students.

"(c) The board shall serve as a central clearinghouse of information on remedial-compensatory education courses and programs for all public junior colleges in order to provide a statewide coordinated effort in the development of these courses and programs.

"(d) The legislature shall appropriate funds to implement the provisions of this section."

Sec. 2. (((Emergency clause)))

BY B. NO.

A BILL TO BE ENTITLED
AN ACT

relating to the provision of educational opportunities in junior colleges for persons whose access to traditional educational institutions is limited by reasons of prior educational experience, cultural background and economic resources; amending Chapter 130, Texas Education Code, by adding Subchapter 1; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. Chapter 130, Texas Education Code, is amended by adding Subchapter I to read as follows:

SUBCHAPTER I.

EDUCATIONAL OPPORTUNITIES FOR DISADVANTAGED STUDENTS.

"Section 130.151. PURPOSE. It is the purpose of this subchapter to enable each junior college which fulfills the provisions of this subchapter to provide useful and meaningful educational programs for any person 17 years of age or older regardless of prior educational experience, cultural background, or economic resources.

"Sec. 130.152. CRITERIA FOR PROGRAMS FOR THE DISADVANTAGED A junior college may qualify for additional funds to serve persons from backgrounds of economic or educational deprivation if it submits a plan based on the following criteria to the Coordinating Board, Texas College and University System:

"(1) an instructional program that accomodates the different learning rates of students and compensates for prior economic and educational deprivation;

"(2) an unrestricted admissions policy allowing the enrollment of any person 17 years of age or older who can reasonably be expected to benefit from instruction;

"(3) the assurance that all students, regardless of their differing programs of study, will be considered, known, and recognized as full members of the student body, provided that the administrative officers of a junior college may deny admission to a prospective student or attendance to an enrolled student if, in their judgment, he would not be competent to benefit from a program of the college, or would by his presence or conduct create a disruptive atmosphere within the college not consistent with the statutory purposes of the college;

"(4) the provision of a tuition scholarship program or a financial aid program, or both, which removes to the maximum extent possible the financial barriers to the educational aspirations of the citizens of this State;

"(5) an annual evaluation report based on scientific methods and utilizing control groups wherever possible to be submitted to the Coordinating Board at the end of each school year, covering each remedial-compensatory course or program offered at the college; and

"(6) any other criteria consistent with the provisions of this subchapter specified by the Coordinating Board.

"Sec. 130.053. FUNDING. The legislature shall appropriate funds to implement the provisions of this subchapter. The funds shall be appropriated to the Coordinating Board for allocation to junior colleges which qualify under the criteria set forth in Section 130.052.

Sec. 2. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the Constitutional Rule requiring bills to be read on three several days in each house be suspended, and this Rule is hereby suspended, and that this Act take effect and be in force from and after its passage, and it is so enacted.

BY B. NO.

A BILL TO BE ENTITLED
AN ACT

relating to the purposes of public community colleges.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. Section 130.003, Texas Education Code, is amended by adding sub-section (e) to read as follows:

"(e) The purposes of each public community college shall be to provide:

"(1) Technical programs up to two years in length leading to associate degrees or certificates;

"(2) Vocational programs leading directly to employment in semiskilled and skilled occupations;

"(3) Freshman and sophomore courses in arts and sciences;

"(4) Continuing adult educational programs for occupational or cultural upgrading;

"(5) Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;

"(6) Such other purposes as may be prescribed by the Coordinating Board, Texas College and University System in the best interest of post secondary education in Texas."

Table XII

28a

TUITION COSTS AT TEXAS PUBLIC JUNIOR COLLEGES

(based on 15 semester hrs-in district student)

COLLEGE	TUITION	MAT. FEES	TOTAL
Alvin	$ 60.00	$ 10.00	$ 70.00
Amarillo	82.50	22.50	105.00
Angelina	60.00	45.00	105.00
Bee	75.00	7.50	82.50
Blinn	60.00	75.00	135.00
Brazosport	60.00		60.00
Central Texas	75.00	11.00	86.00
Cisco	60.00	45.00	105.00
Clarendon	60.00	25.00	85.00
Coll. of Mainland	50.00	7.50	57.50
Cooke County	60.00	30.00	90.00
Dallas:			
Eastfield	80.00	7.00	87.00
El Centro	80.00	7.00	87.00
Mt. View	80.00	7.00	87.00
Richland	80.00	7.00	87.00
Del Mar	60.00	35.00	95.00
El Paso	100.00		100.00
Frank Phillips	60.00	19.50	79.50
Galveston	50.00	25.00	75.00
Grayson	60.00	11.00	71.00
Henderson	60.00	25.00	85.00
Hill	60.00	29.00	89.00
Houston	60.00	50.00	110.00
Howard	60.00	46.00	106.00
Kilgore	60.00	25.00	85.00
Laredo	60.00	55.00	115 00
Lee	50.00	25.00	75.00
McLennan	60.00	24.00	84.00
Midland	50.00	46.00	96.00
Navarro	105.00	5.00	110.00
Odessa	50.00	46.00	96.00
Panola	64.00	27.00	91.00
Paris	-	-	-
Ranger	60.00	50.00	110.00
San Antonio	60.00	10.00	70.00
San Jacinto	60.00	5.00	65.00
St. Phillips	60.00	10.00	70.00
South Plains	60.00	25.00	85.00
Southwest Texas	60.00	100.00	160.00
Tarrant County:			
South	50.00	10.00	60.00
Northeast	50.00	10.00	60.00
Temple	60.00	32.00	92.00
Texarkana	115.00	7.00	122.00
Texas Southmost	80.00	15.00	95.00
Tyler	60.00		60.00
Vernon Regional	60.00	21.00	81.00
Victoria	60.00	15.00	75.00
Weatherford	69.00	26.00	95.00
Western Tx.	60.00	30.00	90.00
Wharton	54.00		54.00

Source: College catalogs for 1972-73

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